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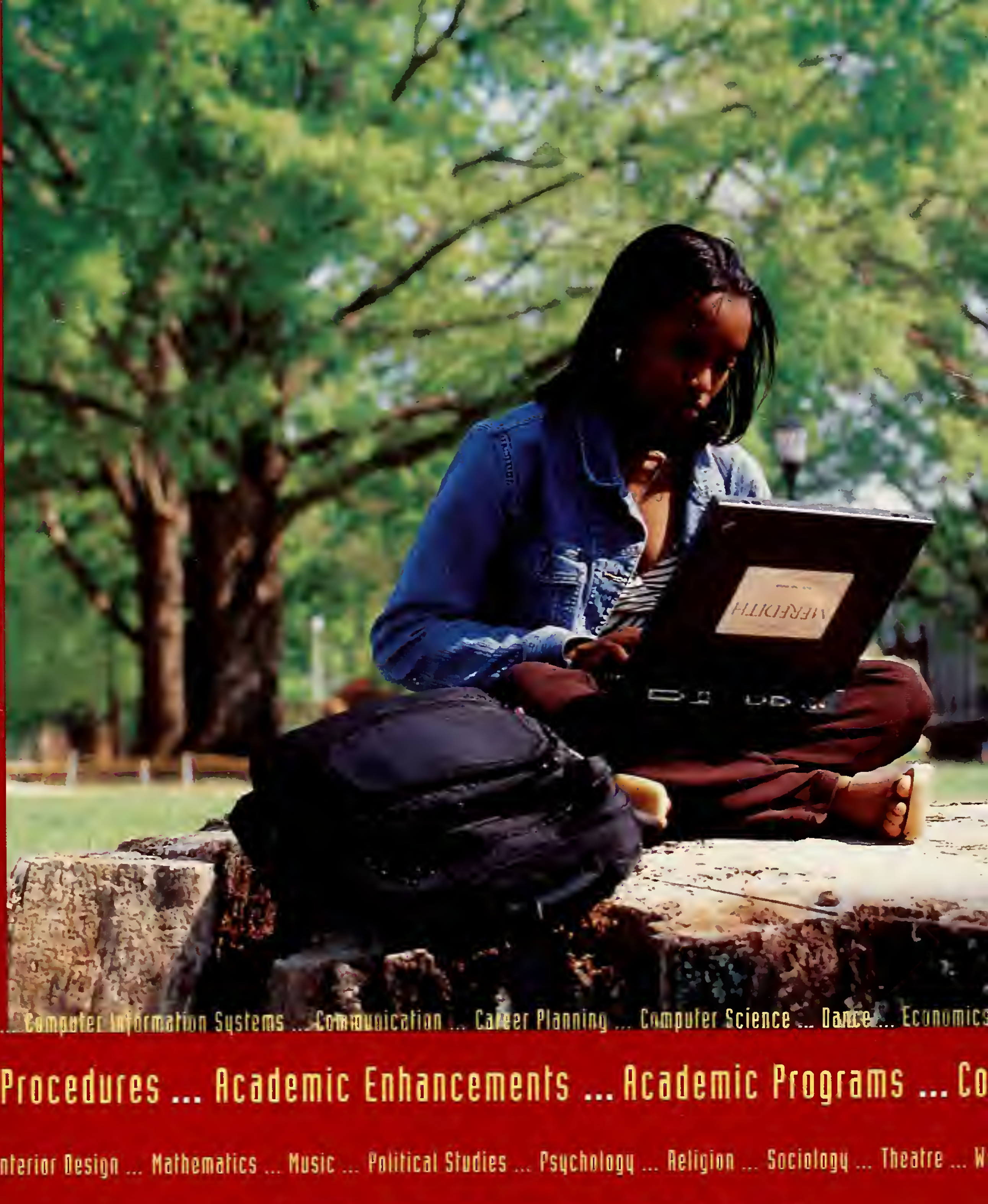

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MEREDITH
COLLEGE

Undergraduate Catalogue 2004–2005

Meredith College
Undergraduate Catalogue

VOLUME 28

2004—2005

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Requests for Meredith catalogues should be sent to:
Office of Admissions
Meredith College
3800 Hillsborough Street
Raleigh, North Carolina 27607-5298

About this Catalogue

For those considering Meredith College and any of its programs and services, this catalogue offers a profile of the academic and community experience that create the college's identity. The Table of Contents (below) and the index beginning on page xx direct you to the information you seek. Throughout the catalogue, you will also find cross references, web sites and contact persons who can offer additional information.

For students enrolled at Meredith, the catalogue serves as a handbook and guide to academic requirements and policies governing your education. You may follow the contents of any catalogue issued during your enrollment at the college. Supplemental statements of campus policies (parking, residence halls, the honor code) are provided in separate publications. Please note that this catalogue does not serve as a contract of any kind.

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President's Message

Maureen Hartford, Ed.D.

Educating Women to Excel—that is Meredith's mission and a theme that you will find explicit and implicit throughout your years as a Meredith student. It is the very foundation around which Meredith is constructed, the most important hallmark of a Meredith education. It is a theme you value as a Meredith student and value even more as a Meredith alumna.

Our beautiful campus is a warm and friendly community of diverse and talented learners, seekers and leaders. Each year, our students hail from large cities, urban centers, small towns, and open country neighborhoods. We welcome students from the United States and from many nations throughout the world. As a Meredith student, you are expected to engage in the broader community, to be a woman of honor and integrity, to care about your fellow students, and to stretch yourself intellectually.

Your experience at Meredith will be uniquely yours, and you will reap the tremendous benefits of exciting new initiatives implemented by the College in the past several years. Our new general education curriculum features multidisciplinary and collaborative learning, student opportunities for understanding contexts of all cultures, and increased global awareness. Specific initiatives that will shape your Meredith experience include

- The Science and Mathematics Initiative, featuring new science programming and a newly constructed 80,000 square-foot science and math facility.
- The Undergraduate Research Program, providing collaborative research opportunities between faculty and students in all disciplines.
- The Meredith Technology Initiative, establishing (in partnership with IBM) the Meredith Laptop Program for students and enhancing the use of technology across the curriculum.
- The Service Learning and Leadership Initiative, including campus participation in LeaderShape, the Meredith Literacy program, global service trips, and expanded community service programs.

Women now have more choices and more opportunities than any previous generation. Women's colleges, like Meredith, have historically produced far more women leaders in this country than their numbers would predict, because women's colleges take women seriously. At Meredith, we accept the challenge, responsibility and privilege of helping you become the person you want to be: educated, confident, compassionate, and successful.

Meredith College: Overview

Mission

Founded by the Baptist State Convention of North Carolina in 1891, Meredith College is a private comprehensive institution for women and a community devoted to learning for life in all of its dimensions. In 1997 the Meredith community adopted the following statement of mission:

> *In educating women to excel, Meredith College fosters in students integrity, independence, scholarship, and personal growth. Grounded in the liberal arts, the college values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion.*
>
> *Meredith endeavors to create a supportive and diverse community in which undergraduate and graduate students learn from the past, prepare for the future, and grow in their understanding of self, others, and community. To these ends, Meredith strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers, to assume leadership roles, to continue their education, and to lead responsible lives of work, citizenship, leisure, learning, and service.*

With an undergraduate enrollment of 2000, a faculty student ratio of 9:1, and an average class size of 16, Meredith is well-positioned to foster such a community of committed learners. The college also serves several hundred women and men through the John E. Weems Graduate School and the non-credit offerings of its continuing education programs. *For a history of the college and its historical statement of purpose, see page 177.*

The Academic Experience at Meredith

Meredith offers four undergraduate degrees:

- Bachelor or Arts
- Bachelor of Science
- Bachelor of Music
- Bachelor of Social Work

Students may select from among 41 undergraduate majors, as well as 44 minors and 29 concentrations. Academic programs are administered by 17 departments and schools. *A complete list of majors appears on page 56.* Students may supplement any major with courses and practica in teaching offered by the School of Education. Students in all fields complete 53–69 credit hours of general education course work.

Building upon an established liberal arts tradition, Meredith is meeting challenges of the new century with several new initiatives. These include a bold new general education program, the Meredith Technology Inititative, Undergraduate Research, and Civic Engagement.

Making Connections, Making a Difference: A New Approach to General Education

A quality education takes its shape from stable academic tradition and the innovations of a changing world. In a review of Meredith's general education curriculum, the faculty identified several key relationships between learning and living that they believe will strengthen the Meredith educational experience and anticipate the world our graduates will inhabit and lead. The program was piloted in 2002-03 and was implemented for all incoming freshmen in Fall 2003. In a series of three new cross-disciplinary courses, students and faculty will explore relationships between the individual and culture, intercultural relationships, and local/global connections. The learning process in these courses emphasizes collaboration, critical inquiry, problem-solving, ethics, and effective communication. Existing general education courses have also been updated to reflect these themes and address competencies needed in a technological, global world. *See page 54.*

Meredith Technology Initiative

In 2001 Meredith became the first women's college to adopt a campus-wide laptop program as part of a broader technology initiative. Students receive IBM Notebook computers loaded with professional and educational software. Hardware and curricular applications are supported by a staff of trained and certified IT professionals. At the beginning of the junior year, students receive an updated laptop computer which becomes their property when graduation and elibility requirements are met. The portability of the computers, made possible through a wireless network, enhances both individual and collaborative learning experiences and helps prepare students to use technologies found in the workplace. **http://www.meredith.edu/mti/**

Undergraduate Research

The Undergraduate Research Program supports faculty/student partnerships in the pursuit of research and creative activity in all fields and disciplines. College funds support these projects and underwrite travel costs for students presenting their work at conferences. Students may earn course credit for this work, and in some instances stipends are awarded to students assisting faculty with research.

Each spring a *Celebrating Student Achievement* event highlights the research and creative activity of Meredith students. This day of exhibitions, performances, scholarly presentations, and socializing brings the Meredith community together to share successes and inspire new levels of accomplishment.

Civic Engagement

Through personal example and generous commitment of resources, President Hartford has inspired the Meredith community to offer service to others—both locally and far afield. Student, faculty and staff volunteers offer their time to MeredithReads, a literacy program; Meals on Wheels; Habitat for Humanity; and a number of other service organizations. Connections with specific courses and academic programs enrich learning with a sense of relevance.

Other Distinctive Features and Programs

Honors Program

The Honors Program at Meredith offers an enriched academic and co-curricular program of study to gifted, motivated students. The program, which spans four years, challenges the honors student to expand her power of thinking—analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communication skills; to achieve a clear sense of life direction; and to develop as a substantial and whole individual. *See page 50.*

Teaching Fellows Program

Meredith is designated a Teaching Fellows Institution by the North Carolina Teaching Fellows Commission. The Fellows Program, established by the North Carolina General Assembly, offers incentives to encourage talented students to pursue teaching careers in the state. In exchange for a commitment to teach in North Carolina public schools for a minimum of four years upon graduation, teaching fellows receive a scholarship/loan award, which is matched by the college. MeredithTeaching Fellows receive specialized advising and are invited to enroll in Honors courses. *See page 50*

Study Abroad Programs

Generations of Meredith students have given further substance to their education by spending a year, a semester, or a summer term abroad. Traveling and studying with Meredith faculty, student groups earn course credit in Italy, Switzerland, and England during the summer months. Cooperative arrangements with other institutions offer semester-long programs in China, the United Kingdom, Ghana, Australia, New Zealand, South Africa, Costa Rica, Argentina, Chile, France, and Spain. In response to student interest, the Office of Study Abroad selects top quality programs in other parts of the world. *See page 48.*

Domestic Off-campus Programs

Meredith students may also spend a semester in New York or Washington. *See page 49.*

Cooperating Raleigh Colleges

Although all required courses in all academic programs are available on Meredith's campus in a planned rotation cycle, students may opt to enroll in a course at four local colleges or universities without additional tuition. *See CRC, page 41.*

Career Preparation

A fruitful college experience combines intellectual inquiry and experimentation with movement toward career and personal goals. The Meredith College Career Center involves students in a series of reflective and practical activities to this end. Students at all levels are encouraged to attend Career Center seminars, to work with career counselors to assess their interests and strengths, and to take advantage of career planning services. The Career Center organizes job fairs and hosts interviews with area employers. In addition, each academic program exposes students to career options and helps students develop career-specific competencies. Internships, research, and other practical experiences are required in some areas and encouraged in all. Surveys of recent graduates typically indicate that within six months of graduation 98 percent of respondents seeking employment have found positions.

Faculty

Faculty who choose a career at Meredith embrace teaching, advising, and mentoring as their highest professional priorities. Effectiveness in these roles also demands ongoing study, research, and various forms of professional involvement. Balancing these numerous functions, professors model intellectual inquiry for students and bring the best of their disciplines to the curriculum.

Meredith faculty participate in the leadership of the college, serving on committees, writing grants, and helping to envision and plan for growth and change. They serve the Triangle area community and its religious institutions through a range of volunteer efforts.

In fall 2003, the College employed 137 full-time and approximately 140 part-time faculty. Eighty-four percent of full-time faculty have earned the doctorate or other terminal degree at 75 or more graduate institutions in the United States and abroad. Faculty members have received grants and awards from such institutions as the Guggenheim Foundation, Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

Among the Fall 2003 full-time faculty, 68 percent were female and over six percent were minorities. The college actively seeks to diversify its faculty.

The Meredith Campus and Community

Every student who enters Meredith brings a unique combination of goals, expectations, concerns, cultural perspectives, and individual talents. A committed staff of Student Life professionals works in support of the college mission to help students seek new levels of self-understanding and achievement. A wide range of extracurricular activities and programs provide opportunity for creative expression, religious and spiritual reflection, service, leadership, friendship, and the sharing of specialized interests. Faculty advise and support student organizations and share in college traditions, both old and new.

The Meredith campus serves as residence for about 95 percent of entering freshmen and approximately 46-50 percent of all undergraduate degree-seeking students. The 225-acre campus, located at the edge of Raleigh and a short drive from Research Triangle Park, has been developed to sustain its natural beauty and a sense of safe, peaceful living. Within reach are rich cultural experiences, including drama, music and the visual arts, and ever-expanding opportunities for internships and field placements in state government, education, business, technology, human services, and the sciences.

Meredith facilities, including a 600-seat auditorium, a 1200-seat amphiteater overlooking the lake, and flexible meeting space with dining services, are available for use by off-campus groups.

Diversity and Openness: Meredith's Nondiscrimination Policies

In all of its interactions and endeavors, the Meredith College community not only respects the diversity of its members but also welcomes students and employees of any age, race, creed, national or ethnic origin, and sexual orientation. Diversity is essential to the education of women who will manage, lead and creatively shape the professions they enter. The college does not discriminate on the basis of age, race, creed, national or ethnic origin or sexual orientation in administration of its educational policies, admissions policies, scholarship and loan programs, or athletic and other school-administered programs.

College policies and administrative practices also accommodate the needs of students with disabilities. The college does not discriminate in admission or access to its programs and activities on the basis of disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Inquiries may be directed to the Disabilities Services coordinator in the Counseling Center in Catroll Hall, 760-8427 or **DisabilitiesServices@meredith.edu/** or the Americans with Disabilities Act Coordinator, the dean of students, in the Student Development Office in the Park Center, 760-8521.

Accreditation

Meredith College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; telephone 404.679.4501) to award graduate and undergraduate degrees.

The college also maintains the following specialized accreditations:

- National Association of Schools of Music
- Council on Social Work Education
- Foundation for Interior Design Education and Research (FIDER)
- National Council for Accreditation of Teacher Education (NCATE)
- North Carolina Department of Public Instruction
- Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association

The Didactic Program in Dietetics and the postbaccalaureate Dietetic Internships Program are accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (Jackson Blvd., Chicago, IL 60606-6995, telephone 312.399.4876).The college is a member of the American Association of Colleges, the American and North Carolina Association of Colleges for Teacher Education, and the National Collegiate Athletic Association. Graduates of Meredith are eligible for membership in the American Association of University Women (AAUP).

Outcomes and Recognition: Consumer Information

Various surveys and studies confirm that Meredith students and alumnae typically have satisfying experiences, that they would make the same choice again, and that they would recommend the college to potential students. Retention and graduation rates are well above national averages. Approximately 80 percent of entering freshmen return for their sophomore year. An average of 68 percent of full-time first-time students are graduated from the college within six years, with 58 percent completing within four years. And the results on the National Survey of Student Engagement show that Meredith students rate Meredith more highly than the national means on five areas of effective educational practice: level of academic challenge, active and collaborative learning, faculty-student interactions, enriching educational experiences, and supportive campus environment.

Meredith's educational program has been recognized in several publications. *U.S.News & World Report* ranked Meredith thirteenth among the best master's universities in the South in its 2004 edition of *America's Best Colleges.* It is also named as one of the "Best 201" in *Great Colleges for the Real World: Get In. Get Out. Get a Job.* (Viollt, Octameron Associates, 2002).

Meredith is happy to provide students with information about graduation and persistence statistics, financial assistance programs and policies, and campus safety and security reports. Information may be requested from the Office of Admissions.

Graduate and Continuing Education

Graduate Programs

The John E. Weems Graduate School of Meredith College offers four master's degree programs:

- Master of Business Administration (M.B.A.)
- Master of Education with licensure in elementary education, English, ESL or reading
- Master of Music (M.M. in performance and pedagogy)
- Master of Science in Nutrition

Also offered is a post-baccalaureate Dietetic Internship accredited by the Commission on Accreditation for Dietetic Education of the American Dietetic Association. For a full description of these programs and their requirements, please request a graduate catalogue at (919)760-8423 or visit **www.meredith.edu/graduate/**

Professional and Continuing Education

Meredith takes a leadership position in offering lifelong learning opportunities to the Raleigh community and surrounding areas. The Professional and Continuing Education Program responds to the needs and interests of professionals and informal learners with certificate programs, executive seminars, conferences, institutes, noncredit courses, and programs for children and youth. A post-baccalaureate noncredit, paralegal program, approved by the American Bar Association, is also offered.

Admission

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each applicant is evaluated carefully on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, sexual orientation, national or ethnic origin, age, or disability.

Meredith College admits students as candidates for the degrees of Bachelor of Arts, Bachelor of Music, Bachelor of Science, or Bachelor of Social Work. Students are admitted as entering freshmen, as transfer students from other colleges, as students seeking a second baccalaureate degree, or as re-admitted candidates. The College also welcomes non-degree seeking students to its credit classes *(see pages 16 and 17)*. Students are accepted for entrance to the fall and spring semesters, which begin in August and January.

The College welcomes both traditional-age students and adult women who wish to continue their education. Traditional-age students apply as on-campus residents or as commuting students if they meet the criteria for off-campus status *(pages 31 – 32)*. The College also enrolls as commuting students adult women who enter through the 23$^+$ Program admission option.

Recognizing the stimulating environment produced by a diverse student body, Meredith actively seeks to enroll qualified students of varying backgrounds, interests, and talents. While a majority of enrolled students come from North Carolina and other Southern states, students from across the country and beyond are sought. Students from minority groups, from all economic levels, from public and private schools, and from any religious background are encouraged to apply. Admission decisions are made without regard to financial need factors. *A student interested in applying to Meredith but hesitant because of financial need is encouraged to read the catalogue section on financial assistance beginning on page 20.*

Admissions Options

Meredith College provides two undergraduate admission programs: Traditional Admission and 23+ Program Admission. All students under the age of 23 and all international students who require a student visa must apply for Traditional Admission whether applying as a freshman, transfer or re-admission candidate. All students applying to pursue a second baccalaureate degree, and any re-admission candidate who is 23 or older and whose admission had been confirmed when she left the College, are advised to apply through the Traditional Admission program as well.

Women who are 23 or older have the option of applying for 23$^+$ Program Admission *(page 14)* or through the Traditional Admissions route. Any woman who has been out of college for some time, or one who would be a first-time college student, is advised to apply for 23$^+$ Program Admission. Graduate admissions are processed in the John E. Weems Graduate School.

Traditional Admission: Freshmen

The following items are required of students seeking traditional admission:

- Meredith College application (available in the Office of Admissions or online at **www.meredith.edu/admissions/**)
- A non-refundable application fee of $35*
- Secondary school records
- Test scores
- Recommendations
- Health Report (required of students accepted for admission).

Each of these items is described in detail below.

*A student for whom the $35 processing fee is a severe financial hardship is encouraged to contact the Office of Admissions for information about obtaining an application fee waiver.

Secondary-School Record

The most important admissions credential is the student's high school record, which should reflect all courses attempted, academic performance, and class standing. An official high school transcript, including a listing of senior-year courses, should be submitted by a school official at the time of application.

To prepare for the liberal arts program at Meredith College, a prospective student should take a strong academic course program throughout high school, including the senior year. An applicant is expected to present at least 16 units of secondary school credit earned in grades 9 through 12, with at least 15 units taken in English, foreign language, mathematics, natural sciences, history, and social studies. Her program should include the following units:

Suggested Academic Course Program

English	4	
Foreign Language	2	
Mathematics	3	*(Algebra I, Algebra II, and Geometry or a higher level course for which Algebra II is a pre-requisite)*
Science	3	
History/Social Studies	3	
Electives	1	*(preferably chosen from academic subjects listed above)*

Careful attention is given to the applicant's grade average in the academic subjects. Generally, a student is expected to present a challenging academic program, including honors, advanced placement and/or international baccalaureate level work. Using an unweighted grading scale, Meredith expects the candidate to have at least an overall C average in English, foreign language, mathematics, history, social studies, and natural sciences.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class 50 to 55 percent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student whose overall performance level shows promise of academic success. Attention is paid to the competitive nature of the high school attended.

Admissions decisions are normally made during the applicant's senior year, with acceptance contingent upon continuing satisfactory academic performance and successful completion of the student's course of study.

Standardized Tests

When reviewed in relation to the high school record and other information, standardized test scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the college. These scores are considered in relation to other measures of academic success demonstrated at the high school level. In recent classes, the middle fifty percent of enrolling students have scored between 950 and 1120 on the Scholastic Assessment Test.

Each freshman applicant is expected to take the SAT-I Reasoning Tests of The College Board and to have an official copy of her score report sent to Meredith College. This test should be taken after January of the junior year and before December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Board website, www.collegeboard.com/. While SAT-I scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT-I scores.

ESL Students

In the case of a student for whom English is a second language, scores on the Test of English as a Foreign Language (TOEFL) or some other measure of competency may be requested in addition to or in lieu of SAT-I scores. (International students, especially those who will be traveling on a student visa, should see page 25 for testing expectations.)

Official SAT-I or TOEFL scores may be reported to Meredith with the code number 5410; for ACT score requests, the code number is 3126.

Recommendations

Recommendations often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide recommendations from a school official and from a teacher who has taught her in an academic subject in the eleventh or twelfth grade. In some cases the admissions staff will ask for additional teacher references in specified subject areas in order to have further information about an applicant's scholastic abilities. The Office of Admissions provides recommendation forms for the reference's use. These recommendations are used for admissions decisions only; they do not become part of an enrolled student's file.

Health Record

For the benefit of the individual and the college community, a complete health report is required of each student under the age of 23 prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipr of the completed health report. For students 23 years of age or older, immunization records must be complete and current prior to matriculation.

Students with Disabilities

A student with a disability will not be denied admission on the basis of that disability; like all students she will be admitted based on her academic preparation. (This is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended, and the regulations issued pursuant thereunto.) After the offer of acceptance, any applicant needing special accommodations is encouraged to inform the College of her disability by submitting the Voluntary Disclosure Form. Students who want to arrange for accommodations by the College will be required to submit appropriate documentation of the disability and complete the certification process through Disability Services.

Admissions Interview

Although an admissions conference is generally not required, many prospective students find meeting with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or selected Saturday mornings by writing, telephoning or e-mailing the Office of Admissions. **(admissions@meredith.edu)**

In some cases, the admissions staff, as a means of better determining an applicant's readiness for the curriculum at Meredith or for advisory purposes, may request a conference and/or writing sample of an applicant.

Musical Auditions

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Any student planning to apply for a competitive music scholarship should audition prior to February 1 of her senior year. *(page 101.)*

Credentials for Home-Schooled Students

Because the academic experiences of home-schooled students are varied, the credentials used in the evaluation of an application are established on an individual basis. The applicant is expected to meet the same high school unit requirements as a public- or private-schooled candidate and to present any information available that will assist in determining the content of her course of study. *(See page 11 for the list of high school unit requirements.)* She must submit an official transcript from each traditional high school attended (if any) and official copies of transcripts from the home school that were filed with the state (or any home-schooling association) that include courses taken, grades obtained, and standardized test results. A GED certificate is required unless high school graduation has been recognized by the state in which the home-school diploma was issued.

The home-schooled student is required to submit scores on the Scholastic Assessment Tests: SAT I (Reasoning Test) and on three SAT II Subject Tests. The SAT II exams should include English, mathematics, and one of her choice (foreign language recommended).

Two recommendations are required from references who are not related to the applicant. The home-schooled student must provide a statement/essay with her application and will be required to have an interview with an admissions officer.

Application Deadline

Applications are received for consideration as long as space in the entering class allows. Although in most years the college is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students usually can be accommodated into the summer months.

The Acceptance Process

Traditional freshmen applicants may elect one of three evaluation options for their applications: Early Admission, Early Decision, and Rolling Admission.

Early Admission

Meredith will consider for admission students who wish to accelerate their studies by entering college after the 11th year of high school. Such students should have taken a strong academic program in grades nine through eleven and should show through classroom performance and standardized test results superior academic ability. Strong consideration is given to the student's maturity as well as her academic preparedness.

The college requires that an accelerating student take all courses usually expected of entering freshmen, including a fourth unit in English. If this course is not completed during the junior year, the accepted applicant will be required to complete English IV or a comparable course during the summer prior to enrolling.

An interview with an admissions counselor is strongly recommended and may be required. An admissions decision is made only after mid-year grades for the student's junior year are on file.

Early Decision Plan

The Early Decision Plan is designed for the student who definitely desires to attend Meredith College. Such a student must file her application by October 15 of her senior year along with a statement indicating that Meredith is her first college choice and that she plans to enroll at Meredith if offered early decision admission. She should take the SAT-I (or ACT) prior to her senior year. The college acts upon early decision applications by November 1 and notifies each candidate immediately of the decision.

The candidate who applies for an early decision on financial assistance by October 15 can expect notification by November 15. *(Application process is described on page 10.)* Students accepted under the Early Decision Plan are required to make a $100 deposit by December 1. This non-refundable payment applies toward freshman-year charges. The early decision candidate agrees that, upon acceptance of the early decision offer, she will withdraw all other pending applications and refrain from filing applications for admission to other institutions.

Early acceptance is based on clearly meeting admissions criteria. If additional information, such as first-term grades or senior-year

SAT-I or ACT scores, is needed to make a decision, a student may be notified that action on her application has been deferred. Such a student is guaranteed unbiased consideration under the rolling admission program *(below).* The early decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

Rolling Admission Plan

The Rolling Admission Plan is designed for the prospective freshman who wishes to apply to several colleges and to have her application reviewed by Meredith as quickly as possible after it has been received. Such a student is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning in mid November, the college acts upon applications as soon as all necessary credentials are received and notifies students promptly of its decisions.

Candidates' Reply Date

Meredith College subscribes to the Candidates' Reply Date. A student accepted under the rolling decision plan is expected to make a $100 deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a $100 deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward charges for the spring semester.

Honors and Teaching Fellows Admission

Students are admitted to the Honors Program at Meredith by invitation of the honors director. Teaching Fellows are selected through a statewide competition coordinated by the North Carolina Teaching Fellows Commission.

Traditional Admission: Transfer

Meredith admits qualified applicants who transfer from other colleges or universities. Students with any college credits attempted who are under the age of 23 or international students of any age who will need a student visa must apply through the Traditional Admissions program.

Meredith also considers applications from students who wish to transfer from technical, business, Bible, or nursing schools.

Relevant information regarding transfer of credit and Meredith credit regulations is available as follows:

- Transfer of credit *(page 37);*
- Transfer grade point average *(page 37);* and
- Residence credit requirements *(page 42).*

Students are admitted at all class levels, but at least 31 semester hours of residence credit must be completed at Meredith College as a requirement for graduation.

A woman who is 23 or older who has college credit over five years old, may apply through 23+ Program Admission (page 14). While this route is beneficial to many women, it is particularly appropriate for a student who has been out of college for some time or for one who is uncertain about her field of study or about her preparation for Meredith's program.

Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students and are advised to apply through the Traditional Admission program. *(Credit requirements for a second degree program are given on page 34.)*

Requirements

To be admitted for advanced standing at Meredith, the Traditional Admission transfer student is expected to

- have at least an overall C average on all courses attempted at post secondary institutions;
- be eligible to return to the last institution regularly attended; and
- be recommended by college officials.

An applicant having fewer than 30 semester hours of transferable college credit at the time of application must also meet freshman admission requirements, including submitting scores on the Scholastic Assessment Test (SAT) or the American College Test (ACT). In some instances, a student having 30 or more semester hours of college credit may be expected to meet freshman admission requirements through evidence of her secondary-school course background and/or satisfactory scores on standardized tests of academic achievement if she has fewer than 18 hours that meet general education requirements at Meredith.

Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining an applicant's readiness for the curriculum at Meredith or for advising purposes, may request a conference with her.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Satisfactory completion is defined as a C average or higher on all courses attempted at post-secondary institutions. Admission is always contingent upon receipt of a complete medical report *(page 11).*

Procedures

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admissions or the Meredith web site, **www.meredith.edu**, and the non-refundable $35 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space is available. Applications from commuting students usually can be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

An applicant for fall or spring is responsible for having an official transcript sent to Meredith from every college, university, or other post-secondary educational institution attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. In addition, she should have an official copy of her high school transcript (or her GED certificate) sent to the Office of Admissions. She is also expected to be recommended by her previous dean of students (or similar official) and a college professor. The Office of Admissions provides recommendation forms for this purpose. Recommendations are not part of the ongoing file of an enrolled student.

Fall transfer application evaluation begins in January after all required credentials, including first-semester grades (if currently enrolled), are received. Decisions are made on a rolling basis as evaluations are completed. An accepted student for fall must pay a $100 non-refundable advance deposit by May 1 or within 10 days after the date of acceptance. Spring transfer evaluation begins in November if all required credentials are on file. Decisions continue on a rolling system of admission. If accepted for the spring term, a student must pay a $100 advance deposit by December 1 or within 10 days after the date of acceptance— whichever date is later.

Requirements and Procedures for Students from Technical, Business, Bible, and Nursing Schools

In addition to the requirements and procedures for transfer student applications provided above, a student from a technical, business, Bible, or nursing school must arrange for her secondary institution to provide an official transcript of her high school records and scores on all standardized tests of scholastic aptitude. She should also request the technical, business, Bible, or nursing school to send a report of her scores on any standardized tests taken while enrolled at that institution. Evaluation of credentials for these applicants will take into account the course of study and the type of institution attended.

23$^+$ Program Admission

A woman who is 23 years of age or older, is a high school graduate or has earned a GED, and is interested in completing a Meredith College degree may enroll as a student without fulfilling regular Meredith admissions requirements. She may be beginning college for the first time, transferring in credits, or seeking readmission to Meredith. A student must be 23 years of age as of the first class day of the term she wishes to enroll in order to apply through the 23$^+$ Program.

To apply for admission, the 23$^+$ applicant submits the following to the Office of Admissions:

- ▲ Meredith College application;
- ▲ $35 application fee;
- ▲ All transcripts, including high school and/or GED and post-secondary; and
- ▲ For non-native English speakers, Test of English as a Foreign Language (TOEFL) for advisory purposes.

The Office of the Registrar evaluates all academic records and provides a preliminary credit statement reflecting hours deemed transferable from other post-secondary institutions, general education requirements met, and the transfer grade point average.

The applicant then meets with an academic adviser in the 23$^+$ Undergraduate Degree Program, to discuss her credit evaluation and life circumstances. Together, they determine a program of study consisting of 3 to 15 semester credit hours and any math and English readiness courses she may need. They sign a program letter outlining the conditions to be met.

Upon receipt of the signed program letter, the Office of Admissions accepts the applicant into Meredith College as a 23$^+$ student. A student accepted for fall must pay a $100 non-refundable deposit by August 1 or within 10 days after her date of acceptance, whichever date is later. If accepted for the spring term, a student must pay a $100 advance deposit by December 1 or within 10 days after the date of acceptance, whichever date is later. This deposit will apply toward her expenses for the term. Prior to registration a student must submit the required health information to the Health Center.

Prior to acceptance or thereafter, a student may discover that she will be unable to attend that particular semester. If she wishes to attend the following semester, she must inform Admissions and the 23+ Office that she wishes to defer her admission. She does not need to pay any additional application fees. The $100 non-refundable deposit is held for the subsequent semester only (excluding summer). She may exercise this option only once. She must reapply if she does not enroll in courses the following semester.

Every 23$^+$ student completes at least one semester in 23+ status with a course program of as many as 15 specified semester credit hours. Of immediate concern are the English and mathematics components of the general education requirements. If the student has not transferred the equivalent of ENG111 or ENG112, she must take ENG111. If she does not present an adequate background in mathematics, she is required to take a non-credit course covering high school through intermediate algebra (Algebra II) during her first year at Meredith.

The 23$^+$ student must earn an overall grade point average of 2.00 on all courses taken while in the 23$^+$ Program status. Once she has satisfactorily completed her program, including all math readiness and English composition courses, her admission as a degree student at the college is confirmed and her records are changed to reflect her status. She then will declare her major and begin to work with the academic adviser assigned to her by that department. All credits earned as a 23$^+$ Program student are applicable to the degree requirements at Meredith.

A student is given an academic warning if she does not achieve the 2.0 grade point average after her first semester. If her grade point average is such that it would be mathematically impossible for her to successfully earn a 2.0 grade point average within the maximum of 15 hours allowed in the 23⁺ Program, a student will be dropped from the program whether or not she has completed 15 hours in the 23⁺ Program.

If a student is unsuccessful in the pre-arranged program, her admission is not confirmed and she must terminate her enrollment. After an absence of one semester, she may return under the conditions listed as a non-degree student and then, if successful, reapply as outlined under readmission. Students may appeal termination decisions through the Committee on Academic Appeals.

International Student Admissions

Meredith welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. An international student who requires an F-1 (student) visa must apply through the Traditional Admission program regardless of her age. If an F-1 visa is not needed, an international student who is 23 or older may choose to apply through 23⁺ Program Admission *(page 14)*.

Students needing an F-1 visa for fall semester must file a complete application by March 1. The deadline for F-1 students seeking entrance to the spring semester is August 1.

In filing an application for either Traditional Admission or 23⁺ Program admission, an international student must submit the following:

- an official transcript, marksheet, or academic record from each secondary school, college, or university attended;
- an official copy of each diploma, degree, or educational certificate received;
- an official score report of any national examination;
- for non-native English speakers, scores on the Test of English as a Foreign Language (TOEFL); and
- for those already in the United States, proof of current Visa status.

If the original transcripts are not in English, a certified translation into English is required. In addition, a course-by-course evaluation of the applicant's academic documents compiled by an independent academic credential evaluation provider may be requested. If a Meredith admissions officer determines that this evaluation is needed, she or he will contact the applicant. Meredith recommends World Education Services, Inc. (WES) for this service; other independent evaluators may be used with prior approval from Meredith. Applications for these evaluations can be obtained from the Meredith Office of Admissions, or from the WES website (**www.wes.org**). WES requires a fee from the applicant for processing applications.

When applying through the Traditional Admission program, the international student must also submit scores on the Test of English as a Foreign Language (TOEFL), except in cases where English is her native language or principal language of instruction. If applying for Traditional Admission, a native English speaker and one whose primary instruction has been in English should substitute the Scholastic Assessment Test (SAT-1) or American College Test (ACT) for the TOEFL. The tests (TOEFL, SAT-I, and/or ACT) should be taken within the 18-month period preceding the date the student wishes to enroll. When registering for these exams, the student should request that a score report be sent directly to Meredith College.

If applying through the 23⁺ Program Admission option, an international student whose primary language of instruction has not been English may be required to submit scores on the TOEFL for advisory purposes. A 23⁺ Program applicant whose native language is English will not be required to submit TOEFL, SAT-I or ACT scores.

An international student judged academically admissible will be required to show proof of financial responsibility for her education and to submit a completed health form. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued; beginning in 2003, a March 1 deadline applies. An international student at Meredith is required to purchase and maintain a minimum standard of health insurance as defined by the United States Information Agency (U.S.I.A.). The policy must be with a company that has a claims office in the United States.

When planning for study at Meredith, an applicant should be aware that financial aid resources for international students are limited. Each year there are a few scholarships ranging up to $1,500, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for her expenses.

Meredith College is authorized under federal law to enroll non-immigrant alien students. Information and application materials are available in the Office of Admissions.

Re-Admission of Former Students

A degree-seeking student who was previously enrolled at Meredith but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission to the College. Exceptions are students on a valid leave of absence and those visiting another institution with the approval of Meredith College. A student whose admission to the College had previously been confirmed applies for re-admission through the Traditional Admission procedure.

A student who was initially accepted for 23⁺ Program Admission and who was still in 23⁺ Program status when she withdrew from the College (i.e., she had not been admitted as a degree student) applies for re-admission through the 23+ Program. Such a student will be considered for re-admission only if she has earned fewer than 15 credits within the 23⁺ program and a total of fewer than 30 credits when including all non-degree and 23⁺ credits. Re-admission is not guaranteed, and such students will be required to follow a contract outlining specific and unique conditions designed to help them be successful.

A student who has been previously enrolled files an application for re-admission and a $25.00 non-refundable application fee in the Office of Admissions. If the student has been enrolled at other colleges or universities since her withdrawal, she must request an official transcript and a statement of honorable dismissal from each institution. Other credentials necessary to support her application are obtained by the Office of Admissions and include recommendations from references listed on the application, as well as the student's previous academic and personal records at Meredith. If adequate health information is not on file at the college, the student accepted for re-admission will be required to submit the necessary medical records.

A student who was on academic probation for two concurrent semesters when she withdrew or was academically suspended from the college may have her application considered by the Board of Review. Along with the above application information, she must submit a letter of intent, at least one recommendation from a professor or official at the last institution attended, and any other information demonstrating that she should be readmitted. The Board of Review bases its decision on these materials. Application must be made at least three weeks prior to the start of classes in the term for which the student seeks readmission.

A student who is readmitted by the Board of Review will be placed on academic probation and will be informed of the specific criteria for maintenance of good standing. A student who has been academically suspended twice or has withdrawn twice after completing a semester on academic probation normally will not be readmitted to the college.

Part-Time Students

A part-time student is one qualifying for a degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the regular entrance requirements and admission procedures outlined in this chapter.

Non-Degree Students

Non-degree students in the categories listed below may register at Meredith in credit courses without conforming to the usual admissions procedures. In most instances, non-degree students are registered on a part-time basis.

Visiting Students

A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

A student who is cross-registering for courses through the Cooperating Raleigh College consortium will begin the registration process in the registrar's office at the home institution and complete registration in the Office of the Registrar at Meredith according to schedules worked out between the institutions.

International Visitors

International students at institutions outside the United States with which Meredith has exchange programs may, with the authorization of the home institution and in accordance with Meredith policy, enroll at Meredith as visiting students. Such students will file a special application and the required academic records and financial statement through the Office of Admissions. When the student is cleared for exchange visitor status, the college will issue a Certificate of Eligibility (I-20) for the student to use in applying for a student visa. An international visitor will have a designated faculty adviser and will register along with transfer students.

Teacher Licensure Renewal Students

A certified public school teacher who enters Meredith for credit to be applied toward renewal of licensure requirements may register for courses with credit. Evidence of licensure should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

Teacher Licensure Program Candidates

A college graduate wishing to pursue a teacher licensure program files an application and an official transcript with the School of Education. Once admitted to the program, the student receives from the Meredith School of Education guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith in order to complete the licensure program *(page 77)*.

Senior Scholars Program

High school senior women in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith. A student approved for participation in the Senior Scholars Program may attend classes for college credit in the summer prior to her senior year or in either or both semesters of her senior year. Application forms and procedures are available in the Office of Admissions.

Meredith Faculty, Staff, and Administration

Members of the Meredith College faculty, staff or administration may register for courses as non-degree students. They will complete a special registration form provided by the college and will register in the Office of the Registrar on the opening day of the term.

Post-Baccalaureate Students

A student who holds a baccalaureate degree and who is not interested in completing a second degree from Meredith may register for courses for credit as a non-degree student. This student registers in the Office of the Registrar on the opening day of the term.

A student who wishes to fulfill the requirements of a second major or minor (but not a full second-degree program) should contact the Office of Admissions for information about application procedures and advising possibilities. A conference in the department of choice must be arranged by the end of the drop-add period and preferably prior to the first day of class. When the application and advising processes are completed before the end of the pre-registration period, a student seeking a second major or minor will be allowed to pre-register for classes. Information about admission requirements and academic requirements for second degree students is on page 34.

Other Non-Degree Students

A student who does not hold a baccalaureate degree and who does not expect to complete a degree program at Meredith may register for courses for credit as a non-degree student. She must have a high school diploma or a GED and must have completed that program of study at least one calendar year prior to registering at Meredith.

A former 23+ student who has not been enrolled for a least one semester and who was not admitted to the degree program during her first 15 hours at Meredith may also register as an other non-degree student. She may take a maximum of 15 additional semester hours of restricted credit, and her program of study must be approved by the 23^+ Office. As a non-degree and/or 23^+ student, she may earn up to 30 semester hours, with all courses completed, including repeated courses, counting toward this number.

To be eligible for admission, she must adhere to this plan. Non-degree students are not eligible for financial aid.

All non-degree students may take a maximum of 11 semester hours in any one semester and a cumulative total of 30 semester hours, unless approval of a different load has been approved by the vice president for academic affairs.

Students pursing this option register in the Office of the Registrar on the opening day of classes.

A non-degree student who thinks she may eventually wish to seek a degree candidacy at Meredith should consult with the Office of Admissions for information about admission requirements and procedures. The completion of classes at the college does not, by itself, assure admission.

Summer Session

Students accepted for admission to the fall term as well as those previously enrolled at Meredith under any of the conditions listed above may attend summer courses, which run in three and six-week sessions between mid-May and early August. Women from other colleges and universities are also welcome. Completing summer courses can help a student complete her degree in less than four years. The Office of the Registrar makes available schedules and registration materials for the summer session.

Condition of Admission

Every person admitted to the college as a student agrees to the following condition of admission: Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by the college as undesirable or unacceptable.

Advanced Standing Credit

Evaluation of Credit

A student approved for admission with advanced standing receives from the Office of the Registrar a credit evaluation reflecting credits transferred, general education requirements met, and transfer grade point average. In computing the overall transfer grade average, Meredith uses a 4.0 quality point average: A=4.0, B=3.0, C=2.0, and D=1.0. Other units of credit are converted to semester hours. Orientation, cultural activity, developmental (remedial), and physical education activity courses are not calculated in the transfer grade point average.

Advanced Placement and Credit

Admitted students who have completed the equivalent of college-level study through high school courses, independent study, or any other means may seek advanced placement and credit at Meredith. Competency in a subject area can be established through satisfactory performance on one of the following tests:

- A special departmental examination administered at Meredith
- Advanced Placement Examination of The College Board
- General examination or a subject examination of the College-Level Examination Program of The College Board
- An International Baccalaureate examination
- A Commonwealth Advanced Level examination.

Credits awarded for advanced placement credit are detailed on pages 38–40.

Credit for Extra Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education are used by the Office of the Registrar and the appropriate department head to decide upon credit given. In some instances, departmental examinations are used to determine credit. A maximum of 15 credit hours may be awarded for extra-institutional instruction.

Finances

Meredith College is committed to offering the highest quality education available today for the most reasonable cost. Financial support from various sources supplements tuition and allows the college to enrich academic and co-curricular programs. A Meredith College education is a value today and an investment for the future.

This section details the tuition and fees charged by the college and its various programs and services. The college reserves the right to change tuition and fees at the beginning of each semester if conditions make such adjustments necessary. Students will receive advance notice of any changes. Financial aid is available to students whose needs qualify them for assistance.

Residence Hall Services

The charges to resident students for room and board cover rent for a shared room in a residence hall, the cost of three full meals a day for seven days a week in the dining hall, and routine services from the student health center.

Each residence hall room is equipped with a telephone jack. There is no installation charge or additional charge for local telephone service. Long distance service is billed monthly.

Also, each residence hall room is wired for cable television. In addition to providing capabilities for standard residential programming, the system is designed to distribute locally produced Meredith programs on three channels. Each residence hall room is also wired for access to e-mail, the Internet and Meredith's campus-wide network.

Tuition and Fees

Full-time students include all students taking 12 or more credit hours. Part-time students are students taking fewer than 12 hours. Their tuition charges are determined by their course loads.

Resident Students

(12-18 credit hours)

	Semester	Year
Resident student tuition	$9,500	$19,000
Room, board,	$2,675	$5,350
TOTAL	$12,175	$24,350

Commuting Students

(12-18 credit hours)

Commuting students tuition	$9,500	$19,000

Part-Time Students

(1-11 credit hours)

Tuition *(for credit or audit)*	$500 per credit hour
Hours in excess of 18	$500 per credit hour

Applied Music— *Per semester*

Full-time students

1 half-hour lesson weekly	$140
2 half-hour lessons weekly	$280
Class lessons in piano, voice, or guitar	$115
Recital fee	$140
Accompanist fee	$350

Part-time students (for credit)

Tuition of $480 per credit hour plus the following fees:

1 half-hour lesson weekly	$140
2 half-hour lessons weekly	$280
Class lessons in piano, voice, or guitar	$115
Recital fee	$140
Accompanist fee	$350

Art

Studio fees vary up to $225 per course to cover expendable materials.

Birth through Kindergarten

BK 460	$125

Child Development

CD 345	$75
CD 434	$55
CD 450	$150

Education

EDU 490 Student Teaching	$300

Health and Physical Education

Golf, bowling, scuba diving, life guarding, Water Safety Instruction, karate, ice skating, and first aid fees are set at the beginning of each semester.

Social Work

SWK 402-A, Field Experience	$300
SWK 402-B, Field Experience	$300

Auditing Courses

Full-time students	no charge
Part-time —auditing	$500 per credit hour

Special Fees

Application fee for new students	$35
Application fee for students seeking re-admission	$25
Graduation and lifetime transcript fee	*$75

Breakage fee

Students will be billed for unjustifiable damage to college property.

Health services

Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the student health center. Service is available to non-resident students for $100.00 per semester.

**Maximum 10 transcripts per order, $5.00 charge per transcript over 10.*

Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.

Books, gym clothes, and other instructional expenses are not included in the above charges.

Terms of Payment

Payment Schedule

Advance payment for all entering students $100

Students who are accepted on the Early Decision Plan must make payment on or before December 1. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable $35 fee which must accompany the application of each new student.

New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.

Advance payment for returning resident students $150

All returning resident students must make this non-refundable deposit during the housing sign-up in the spring semester. The fee will be credited to the returning student's account.

Payments for tuition, room, and board are due in full on August 1 for the fall semester and on December 15 for the spring semester. Payments not received by the due date will result in the cancellation of preregistered classes. Bills will be mailed to the student at her permanent home address approximately two weeks prior to each payment due date. Approved financial aid may be used to offset each of these payments.

Supplementary charges such as course fees, additional hours, and private rooms will be billed and are due on October 31 for the fall semester and on March 31 for the spring semester. Parking fines and other past due charges from the Library are charged to student accounts and are due when incurred. A student may not preregister for a future semester unless her account is paid in full.

Payment Plan Options

Meredith offers three alternate payment plans:

OPTION 1: A student may elect to pay the semester's tuition, room, and board charges in full on the due date.

OPTION 2: A student may elect to pay one-half of the semester's tuition, room, and board charges on the due date and the remaining half at mid semester (October 31 for fall and March 31 for spring). There will be a $25 service charge each semester for this payment option. This option is elected on a semester by semester basis.

OPTION 3: A student may elect to spread her entire year's tuition, room, and board charges into ten (10) equal monthly payments beginning in July of each year. There is a $55 annual fee for this service, which is administered by Academic Management Services, P.O. Box 100, Swansea, MA, 02777 (1-800-635-0120).

North Carolina Legislative Tuition Grants

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students working toward their first baccalaureate degree at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 2003-2004 was $1,800.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form available in the Office of Financial Assistance. She must be certified by the college as an eligible recipient according to the state guidelines.

Withdrawals/Leaves of Absence

If a student withdraws, is dismissed, or is granted a leave of absence from Meredith before the end of a semester, she is responsible for the following percentage of the full semester tuition:

Up to and including the 5th day of the semester	0%
6th through 10th day of the semester	20%
11th through 20th day of the semester	40%
After 20th day of the semester	100%

Any refund due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the dean of students or an official leave of absence notification from the registrar.

The same policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop or withdraw from courses.

Board will be credited on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No credit will be made for room charges.

If a student does not officially withdraw within 60 days of last class attendance, she forfeits her right to any adjustments to her charges. *See page 47 for how to effect an official withdrawal.*

Students who are receiving financial assistance from federal programs, are enrolled at Meredith for the first time, and who withdraw from Meredith, will have any refund determined according to federal policy. Eligibility for a refund may extend to 60 percent of the semester. Refunds calculated under federal guidelines will be repaid to the programs from which funds were received in the following order: FFELP loans, federal Perkins loan, federal Pell grant, federal SEOG grant, other title IV assistance, other federal sources of aid, other state, private, or institutional aid, the student.

Other students receiving financial assistance and who withdraw from the College will have their refund calculated as shown in paragraph one under Withdrawals. The funds will be prorated according to their sources (State, Institutional, Student) and repaid to the funds in the sequence shown in the previous paragraph.

Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

Contractual Agreement

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. No College administrator can modify these regulations without specific authorization from the Meredith Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

Financial Assistance

Meredith offers a student assistance program designed to help meet the financial need of each student. Students enrolled in degree (undergraduate and graduate or certification) programs are eligible to apply for financial assistance. This includes freshman and transfer applicants, on-campus and commuting students. Although the student or her family is expected to pay for educational expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend the College because of financial need.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, age, or disability. An international applicant should consult page 15 for assistance available to students from other countries.

Principles and Procedures

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Free Application for Federal Student Aid (FAFSA).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated $1,650 for miscellaneous personal expenses, including transportation. The educational cost used by the Office of Financial Assistance in its calculation of need for an on-campus student for 2004-2005 is $26,750. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated $6,000 for food and miscellaneous personal expenses, including local transportation. The total cost used by the Office of Financial Assistance in its calculation of need for a full-time, dependent commuting student for 2004–2005 is $25,000.

The average expenditure for books is calculated at approximately $750 per year and is included in our estimate of annual expenses students will incur at Meredith. Students are responsible for buying their own books and may purchase books and supplies from the campus bookstore, which is provided as a convenience for the students. While students are not required to purchase their books from the college bookstore and may obtain their books from an independent dealer, the bookstore is fully stocked to accommodate the needs of Meredith students.

The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by contacting the Office of Financial Assistance at 919-760-8565 or on the web at **www.meredith.edu/admissions/tuition.htm**.

Application Procedures

All applicants to Meredith College who wish to apply for any kind of financial assistance should complete the Free Application for Federal Student Aid (FAFSA) between January 1 and February 15. Those applications received after February 15 will be considered as funds are available. The FAFSA may be completed on-line at **www.fafsa.ed.gov**, or can be obtained from any high school guidance counselor or from a college financial aid officer and mailed using the envelope that is provided in the FAFSA booklet. Indicate Meredith College as an institution to receive your data by using our code number **002945**.

A freshman candidate who is applying for admission under the Early Decision Plan and who would like an early decision aid estimate on financial assistance should file her aid application before October 15 of her senior year. She will need to request the Meredith College Aid Application for Early Decision from the Office of Financial Assistance or the Office of Admission. If this form is received on time, she will be informed about her assistance by November 15. Should she later be named a recipient of one of the competitive scholarships, her award will be revised to reflect this component. Please note that an early decision student who received need-based financial assistance will be required to file a FAFSA by February 15.

Returning Students

The FAFSA must be filed each year the student wishes to receive financial assistance; the form should be completed on-line at **www.fafsa.ed.gov** or mailed between January 1 and March 15 for priority consideration. Applications filed after the priority date will be considered as funds allow.

The Award

The Office of Financial Assistance evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants, and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

Notification of Awards

All entering students applying for financial assistance by the priority deadlines, including applicants for competitive scholarships, will be informed of the College's decision by April 1. Students accepted for admission under the Early Decision Plan will be informed of tentative assistance awards by November 15. Returning students can expect notification concerning awards by June 1.

Payment of Award

Scholarships and grants administered by the College will be credited to the student's account on a semester basis. Scholarships received from outside sources will be applied to the student's account as funds are received.

If a student chooses to apply for a Federal Stafford Loan, and/or a parent chooses to apply for a Federal PLUS Loan, a Notice of Loan Guarantee and Disclosure Statement is sent from the lender to the borrower specifying the actual loan amount and when the funds will be disbursed to the College. Since the College participates in an electronic fund transfer (EFT) with most lenders, loan proceeds are transferred without issuing individual checks to
students. Proceeds are then credited to a student's account as students are cleared for release by the Office of Financial Assistance. Any aid received which exceeds the amount due to Meredith for the semester will be given to the student within 10 days of the credit balance occurring. These funds may be used for expenses related to the student's enrollment, including living and personal expenses.

Students who have a Federal Work Study job on campus are paid on the 10th of each month for work performed during the preceding month.

Renewal of Assistance

Once committed to a student in a program of financial assistance, Meredith continues its support if (1) a need persists, (2) the FAFSA is completed and mailed by the stated deadline, and (3) the student maintains satisfactory academic progress as specified in a statement available in the Office of Financial Assistance. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

Students' Rights and Responsibilities

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in her current assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

A full-time student is responsible for advising the Office of Financial Assistance if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her financial aid award letter. Other responsibilities of an assistance recipient include completing all forms and special applications requested by the Office of Financial Assistance; reporting to the Accounting Office on request to endorse vouchers and/or checks and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith or any other college. In order to be eligible for federal assistance programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status.

Types of Assistance

Competitive Scholarships

Recipients of the following competitive scholarships, Honors Program participants and Teaching Fellows are invited to take part in Focus on Excellence. This program provides exciting opportunities to enrich college life by attending a special series of cultural activities. The program of events, selected each year from a variety of on-campus and off-campus offerings, expands one's exposure to music, art, film, science and theatre. Participating in the series also fosters friendships among students who seek new ways to heighten their learning experiences.

Presidential Scholarships

At least three Meredith College Presidential Scholarships are available each year for entering freshmen. The selection of recipients for this prestigious award will be based on merit, taking into account superior academic achievement, intellectual promise and leadership ability. The award is valued at $10,000 per year and is renewable for a total of four years subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.25 on all courses taken at Meredith. In addition, a recipient will have the opportunity to apply for an additional stipend, up to a maximum of $5,000, to help cover the cost of a study abroad experience while she is a student at Meredith.

Recipients of the Meredith College Presidential Scholarships are not only encouraged to participate in the "Focus on Excellence" series but are also invited to join the President of the College for various special events and activities. Presidential Scholars are also encouraged to participate in community activities and organizations which strengthen the bond between Meredith and the community.

Meredith College Presidential Scholarships are funded by endowments. The initial Presidential Scholarships are funded by the Edla Adams Ogburn Scholarship Fund.

Meredith Honors Fellows Scholarships

These awards recognize students having superior academic ability, achievement, and promise. At least eight scholarship awards are available each year for entering freshmen having superior credentials. For 2004-2005, the Academic Scholarships are valued in the amount of $8,000 annually. The scholarships are renewable for a total of four years subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The Meredith College Academic Scholarships are made possible through the following endowment funds:

- Craig-Davis Honors Scholarship;
- Hesta Kitchin Crawford Honors Scholarship;
- Jessie Ball Dupont Scholarship;
- Durham Corporation Education Endowment Fund;
- General Hugh B. Hester Honors Scholarship;
- Paula Green Hester Honors Scholarship;
- Cleo and Elwood Perry Honors Scholarship; and
- Vida Thompson Williams Scholarship.

Multicultural Fellows Awards

In recognition of academic ability, intellectual promise, and leadership skills, Meredith College has established the Multicultural Fellows Awards. The scholarship is valued at $4,000 per year, without regard to financial need. It is renewable, provided the recipient remains in good standing, is a full-time student, and maintains a 3.0 quality point ratio (B average) on all courses taken at Meredith.

Emerging Leaders Scholars

Meredith College offers the Emerging Leaders Scholarship Program to recognize students with outstanding leadership potential in academic and co-curricular areas. Evaluation is based on strong scholastic ability along with evidence of meaningful involvement in school activities and/or community service, At least ten Emerging Leaders Scholarships will be awarded at $4,000 per year for up to four years. Recipients agree to participate in a workshop at the beginning of the freshman year designed to introduce them to leadership development opportunities at Meredith. To have her scholarship renewed, a student must be in good standing, be full-time, and have a minimum quality point ratio of 2.5 on courses taken at Meredith.

Students interested in receiving scholarships should apply for admission to the College by January 15. Students applying for talent scholarships in art, music or interior design must file a separate talent scholarship application by February 1 for full consideration.

Art Scholarships

- Eleanor Layfield Davis Scholarship
- Ruby C. and Ernest P. McSwain Scholarship
- Lois Griswold Outland Scholarship

Each year freshman applicants are selected to receive the Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship on the basis of talent. These scholarships vary from $300 to $2,000 per year.

To be considered for an art scholarship, a student must be accepted for freshman admission to the College. She must file the special Art Scholarships Application in the Office of Admissions and arrange a preliminary portfolio review with the Department of Art by February 15.

On the basis of the portfolio reviews, the department selects finalists who will be invited to interview with the art faculty on the campus in March.

The Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship are renewable annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in art, and maintaining a minimum quality point ratio of 3.0 (B average) on all art courses taken at Meredith College.

Music Scholarships

The **Robert H. Lewis Scholarship** is for $3,000 per year. The **Mary Perry Beddingfield Scholarship** is for $600 per year. A **Music Talent Scholarship** varies from $500 to $1,500 per year, according to the recipient's financial need.

To be considered for a music scholarship, a prospective freshman must file the special Music Scholarships Application in the Office of Admissions by February 1. If she is applying for more than the minimum Music Talent stipend, by February 15 her parents must also submit a FAFSA to the Office of Financial Assistance.

A student must be accepted for admission to compete for a music scholarship. Selection of scholarship recipients is then based on musical talent, academic ability, previous performance, commitment to the field of music, and potential achievement in the field. On the basis of auditions in the fall or winter, finalists are chosen in February by the Department of Music, Communication, and Theatre; the finalists are invited to the campus in March for another audition and for interviews with the music faculty.

The Robert H. Lewis Scholarship, the Music Talent Scholarship and the Mary Perry Beddingfield Scholarship are renewed annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in music, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith.

Sandra Graham Shelton Scholarship in Interior Design

Meredith College each year awards entering freshmen two Sandra Graham Shelton Scholarships in Interior Design. The scholarship recipient is determined on the basis of scholarship and potential for success in the field of interior design. The award for the Sandra Graham Shelton Scholarship is $1,250 per year. It is renewed annually, for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in interior design, and maintaining a minimum quality point ratio of 3.0 (B average) in all courses in the interior design program taken at Meredith.

To be considered for the Sandra Graham Shelton Scholarship, a student must be accepted for freshman admission to the College. She must file the separate Interior Design Scholarship application in the Office of Admissions by February 1. Finalists in the competition will be invited to the campus on a Friday in March for interviews with and a review of samples of creative work by the faculty selection committee.

Thomas Meredith Baptist Heritage Scholarships

Meredith College has established the **Thomas Meredith Baptist Heritage Scholarships** to pay tribute to its rich Baptist history and to recognize outstanding students who are North Carolina Baptists. The scholarships are named for Thomas Meredith, founder and editor of *The Biblical Recorder*, who chaired the committee that recommended to North Carolina Baptists in 1835 that a college for women be established.

The Thomas Meredith Baptist Heritage Scholarships are awarded to incoming freshmen on the basis of academic excellence, outstanding service to church and/or community, and leadership ability. Applications are available from the Office of Admissions. A recipient must be a member of a North Carolina Baptist church and be recommended by a church official (director of the W.M.U. or other similar women's organization, pastor or youth minister). At least three scholarships valued at $1,500 per year are awarded annually. The scholarships are renewable for a total of four years, based upon the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 2.50 on all courses taken at Meredith. Recipients are designated as Thomas Meredith Scholars.

Transfer Honor Scholarships

Each year five Honor Scholarships are available for junior or community college graduates who have superior academic credentials. Selection will be made on the basis of scholastic achievement, intellectual promise, and leadership ability. Recipients of these awards are designated as Meredith Scholars.

The amount of each Transfer Honor Scholarship is $2,000 per year, without regard to financial need. A Transfer Honor Scholarship is renewable for the subsequent year (total of two years) subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum overall quality point ratio of 3.0 (B average) on all courses attempted at Meredith.

North Carolina Teaching Fellows Awards

Winners in the prestigious North Carolina Teaching Fellows Program, a statewide competition for prospective teachers, may use the award at Meredith to prepare for a career in teaching. Meredith will coordinate additional scholarships and grants, including the NCLTG and any competitive scholarships, to match the stipend of $6,500 received from the State Teaching Fellows award. Additional assistance up to the full estimated cost of attending is available if the student has financial need.

A semester abroad that costs the same as a regular semester is one of the many special activities that are part of the Teaching Fellows program.

To apply for a Teaching Fellows Award, a "forgiveness loan" which is a scholarship if the recipient teaches in a North Carolina public school for each year she received the award, a North Carolina student must do the following:

1. By the stated deadline for the program, file the special Teaching Fellows Program application, which is available in the guidance office at the high school. If Meredith is the student's choice, it must be listed on the application.

2. Provide all information requested in the application instructions and participate in any required interviews. At both the local and regional levels, interviews with a screening committee will be part of the selection process.

3. File the FAFSA by February 15.

To use a Teaching Fellows Scholarship/Loan at Meredith, the student must apply and be accepted for admission to the College and be selected for participation in Meredith's Teaching Fellows Program. Teaching Fellows awards are renewable for each year, provided the student meets all Teaching Fellows Program requirements. These include maintaining a Meredith G.P.A. of 2.50 and an overall G.P.A. of 2.50, pursuing a program leading to teacher licensure, participating in required curricular and co-curricular activities, and completing a minimum of 15 semester hours of honors work.

General Scholarships

Meredith College Scholarships

Meredith provides scholarships for entering and continuing students based on financial need. Applicants must complete the FAFSA to be considered. The amount of the scholarship is determined by the level of financial need.

North Carolina Contractual Scholarships

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the state. For a student to be eligible, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

Meredith College Endowed Scholarships

George I. Alden Trust Teaching Scholarship
James Larkin and Iona Mae Shugard Ballou Trust
Baptist Women Scholarship
Barham First Family Scholarship
J.T.J. Battle Scholarship
Mary Perry Beddingfield Music Scholarship
Louise McComb Bennett Scholarship
Amorette Bryant Bolton Scholarship
Fred C. & Irene Rumer Bonhardt Scholarship
Annie & John Bostic Scholarship
Dorothy Ray Branham Scholarship
Charles E. Brewer Scholarship
Love Bell Brewer Scholarship
Margaret Highsmith Brown Music Scholarship
The Bryan Foundation Scholarship
The Bryan Scholarship Trust
Maude Bunn Scholarship
Ruth Deaton Burnett Scholarship
Susan L. and Susan E. Burnette Scholarship
Craven Allen & Jane Russell Burris Scholarship
Ernest F. Canaday Mathematics Scholarship
Mrs. Earl N. Carr Scholarship
Carroll Sisters First Family Scholarship
Charlotte Wester Cate Scholarship
Centura Banks Teaching Scholarship
Jackie R. Chamblee International Student Scholarship
Helen J. Clancy Memorial Scholarship
Sala M. Clark Scholarship
Class of 1910/ Z.M. Caveness Scholarship
Class of 1932 Scholarship
Class of 1934 Scholarship
Class of 1936 /Fisk-Rose Scholarship
Class of 1938 Scholarship Class of 1939 Scholarship
Class of 1944 Scholarship

Class of 1945 Scholarship
Class of 1951 Scholarship
Class of 1952 Scholarship (Harry E. Cooper Scholarship
Class of 1957 Scholarship
Class of 1964 Scholarship
Class of 1967 Scholarship for International Studies
Class of 1968/Phyllis Edwards Scholarship
Class of 1972 Scholarship
Class of 1990 Scholarship
Edwin S. and Goldie Coates Scholarship
Inabelle Coleman Scholarship
James L. "Hap" Collier Scholarship
Anne Reece Collins Scholarship
Mary Reid Bryan Cone Scholarship
Norma Baker Cook Art Scholarship
Harry E. Cooper Scholarship
Jean Batten Cooper Scholarship
Frances Tatum & C. R. Council Scholarship
Beulah Rimmer Craig Scholarship
Craig-Davis Honors Scholarship
Hesta Kitchin Crawford Honors Scholarship
Barham & Bertha Langdon Creech Scholarship
Iris Culler Creech Scholarship
Nell Baker Creech & Hallie W. Baker Scholarship
Roger H. Crook Scholarship
Phyllis Cunningham Scholarship
Anne C. Dahle Scholarship
Katherine Gene Davenport Dapore Scholarship
Charles A. Davis Scholarship
Eleanor Layfield Davis Art Scholarship
Essie Dale Hunter Dickson Scholarship
Beatrice E. Donley Scholarship
Melody Jane Frazier Doster Scholarship
Elizabeth James Dotterer First Family Scholarship
Winnie Drott 23+ Scholarship
Jesse Ball duPont Endowment Fund
Durham Corporation Education Endowment Fund
Lucille Lawrence Ellis Scholarship
English Leadership Fund
Myrtle Hart Farmer Scholarship
Betty Jo Farrington Scholarship
Farrior Sisters Scholarship
Elizabeth Kendrick Faucette Scholarship
Dr. James Grady Foulk First Family Scholarship
First Title Insurance Company Scholarship
First Union Teaching Fellow Scholarship
Charles Watson & Carolyn Scott Flynt Scholarship
Nancy C. Forbes Scholarship
Foreign Language Scholarship
Jane Renn Frazier Scholarship
Claude F. Gaddy Scholarship
Nannie S. Gaddy Scholarship
Patricia Howard Gay Scholarship for Chemistry
Katherine Papadakis Georgallis Memorial Scholarship
Glaxo Wellcome Women in Science Scholarship
Barbara Lyons Goodman Scholarship
Goodwin Girls First Family Scholarship
Goodwin-Loftin First Family Scholarship
Wense & Marion Morris Grabarek Scholarship
Lillie Grandy Scholarships
Mae Grimmer Scholarship
Drs. Carolyn and Frank Grubbs Scholarship
Jean Hallman Guion Scholarship
Addie Jones Hall Scholarship
The Reverend Romulus Ferdinand & Bessie Stanton Hall Memorial Scholarship
Fuller B. Hamrick Scholarship
Pauline Olive Hamrick Scholarship
Laura Weatherspoon Harrill Scholarship
Ella Perry Harris Scholarship
Julia Hamlet Harris Scholarship
M. Elizabeth Harris Scholarship
Shearon Harris Scholarship
William Randolph Hearst Endowed Scholarship for Minority Scholars
E. Bruce Heilman Scholarship
Mattie Jenkins Henderson Scholarship
John T. and Rebecca H. Henley Scholarship
Ruth Hilliard Hensley Music Scholarship
General Hugh B. Hester Honors Scholarship
Paula Greene Hester Scholarship
Ella Greenwood Holcomb Scholarship
Ruth Tucker Holleman Scholarship
M. A. Horner Scholarship
Mabel Andrews House Scholarship
Jo Welch Hull Scholarship
Nannie Willis Hunter Scholarship
Catharine Watkins Isaacs Memorial Scholarship
Catharine Margaret Inez Watkins Isaacs First Family Scholarship
Elbert C. and Gladys P. Jackson Family Scholarship
Catherine McCracken and J. Hayden James III Scholarship
The James Scholarship
Frances P. Jennings Scholarship
Guion Johnson Scholarship
Mary Lynch Johnson Scholarship
Moses S. Jones Scholarship
Alice Keith Scholarship
Katharine Kerr Kendall Scholarship
Ione K. & Thomas B. Knight First Family Scholarship
Kay Lambeth Scholarship
Langley Family Scholarship
William W. Lawrence Scholarship
Ida Belle Ledbetter Scholarship
Lola Marshburn Ledford Scholarship
Carolyn Sperry Leith Scholarship
Rebecca Jean Morris Lewis Scholarship
Robert H. Lewis Scholarship
Margaret Hine Linville Scholarship
Mabel Claire Hoggard Maddrey Scholarship
Mangum Scholarship
Martin Family Scholarship
Gail Newton Martin Scholarship

Leroy Martin Scholarship
Marie M. Mason Scholarship
Mr. and Mrs. W. H. Matthews Scholarship
Anna Elizabeth Liles Maynard Memorial Scholarship
Gwen & George McCotter First Family Scholarship
Wilma L. McCurdy Memorial Scholarship
Mona Blevins McGilvray Scholarship
Mary Mac Stroud McLean Scholarship
Margaret Mason McManus Scholarship
Deborah S. McNeill Scholarship
Ruby C. & Ernest P. McSwain Scholarship
Memorial Theatre Scholarship
Thomas Meredith Baptist Heritage Scholarship
Charles E. Merrill Scholarship
Everette Miller Teaching Scholarship
Charles S. Mitchell Scholarship
Mull-Jackson-Mellette First Family Scholarship
Rebecca J. Murray Teaching Scholarship
NationsBank Corporation Teaching Scholarship
Nationwide Insurance Foundation Scholarship
The Neese Family Scholarship
Margaret Grayson Nelson Scholarship
New Bern First Baptist Church Scholarship
Jennie Reid Newby First Family Scholarship
Nancy Newlin Memorial Scholarship
Sarah Rigdell Nicholson Scholarship
Marguerite Warren Nael First Family Scholarship
North Carolina Baptist Foundation Scholarship
Mary Crawford Norwood Scholarship
Edla Adams Ogburn Scholarship
Dr. Murphy M. Osborne First FamilyScholarship
Lois Griswold Outland Art Scholarship
Gladys Blaylack Page First Family Scholarship
Margaret Faucette Parker Music Scholarship
Margaret Weatherspoon Parker Scholarship
Parker-Freeman Scholarship
Elizabeth Fleischman Patrick Scholarship
Cleo & Elwood Perry Honors Scholarship
Perry-Harris English Scholarship
Larnette W. Phifer Scholarship
Carolyn Peacock Poole Scholarship
Virginia Branch Pope Scholarship
Ida Poteat Scholarship
Judge Edwin Preston & Dr. Dorothy Preston Scholarship
Helen Price/Kappa Nu Sigma Scholarship
Dr. Carlton Sylvester Prickett Scholarship
Thomas P. Pruitt Scholarship
Public Service Company of North Carolina, Inc. Teaching Fellow
Evelyn Hampton Rappaport Scholarship
Oliver Davis Revell Scholarship
Z. Smith Reynolds Foundation Scholarship
Virginia Lancaster Robertson First Family Scholarship
Virginia Lancaster Robertson Scholarship
Mark Rose Travel Scholarship
Norma V. Rose Memorial Scholarship
Ross Family Scholarship
Royster-Parker Scholarship
Ellen Amanda Rumley Memorial Scholarship
Alice Goodman Satisky and Daniel Satisky Scholarship
Margaret D. Schorger Scholarship
Senter Sisters Scholarhship
Janie Green Shearin First Family Scholarship
Sandra Graham Shelton Scholarship
Shelton Supplementary Scholarship
Louise Shingleton Shivers Scholarship for Creative Writing
Dorothy Hunt Sides Scholarship
Ruth F. Singleton Scholarship
Liz Shelton Smith-Cox Scholarship
Spelman-Crawford Music Scholarship
Lynette Glazener Spencer ScholarshipStell Sisters Scholarship
Marilyn M. Stuber Scholarship
Student Foundation Scholarship
Jane Watkins Sullivan Scholarship
Taylor Family Study Abroad Scholarship
Emma Barber Tawler Memorial Scholarship
Martha Nell Tucker Science Scholarship
Myrtle King Turner Scholarship
John Graves Vann & Mary Norwood Vann Scholarship
Lucretia Dean Vick Travel Award
Wachovia Scholarship
Elizabeth Tucker Waganer Scholarship
Irving H. Wainwright First Family Scholarship
Irving H. Wainwright Scholarship
Rabbie Hedrick Walker First Family Scholarship
Martha Medlin Wardlaw Scholarship
Marian Fiske Welch Scholarship
Wescott-Daniels Memorial Scholarship
Clara Jewell Spell Westbrook Scholarship
Suzanne Ripley Weston Scholarship
Cecile Ward White Scholarship
Martha McKeel Whitehurst Scholarship
Bobbitt Clay Williams Scholarship
Duvall M. Williams Scholarship
Marianne Nifong Raker Scholarship
Lena Mae Williams and Lena Stone Williams Music Scholarship
Vida Thompson Williams Scholarship
Ruth C. Wilson Scholarship
Annie C. Wamble Scholarship
Clara Young Waodall Scholarship
Erika Suzanne Woodlief Memorial Scholarship
Wyford Scholarship
Lucile Ward Yarbraugh Memorial Scholarship

Non-Endowed Scholarships

BD Scholarship
Branch Banking & Trust Teaching Scholarship
Broyhill Scholarship
Carolina Power & Light Scholarship
Coca-Cola First Generation Scholarship
Farrier Sisters Scholarship
First Citizens Bank

A.J. Fletcher Music Scholarships
Golf Tournament Scholarships
Park Foundation Presidential Scholarships
Presser Music Scholarship
UPS Scholarship
Phyllis Brooks Wainwright Art Scholarship
Lettie Pate Whitehead Scholarships

Additional Scholarships

Additional scholarship opportunities are listed on the web page of the Office of Financial Assistance at **www.meredith.edu/admissions/finaid**

Frequently asked questions about Financial Assistance

How can Meredith help me?

We can offer many solutions. If you have verified financial need, Meredith offers assistance in many forms: grants, scholarships, loans and job earnings. Meredith also offers all students the optional convenience of payment plans that allow you to spread your payments over a period of time. Please visit **www.meredith.edu/admissions/finaid-apply.htm** for additional information about financial aid.

How much should I budget?

We know that the cost of attending Meredith includes more than the tuition, room and board paid directly to the College. Other expenses—books, supplies, transportation, clothing and miscellaneous personal expenses—also add to your educational costs. Meredith's estimated costs for the 2004-2005 budgets used in determining need for on-campus residents and for commuting students living with family are as follows:

Direct Costs

	On-Campus	Commuting
Tuition	$19,000	$19,000
Room and Board	$5,350	——
Total	**$24,350**	**$19,000**

Estimated Expenses

	On-Campus	Commuting
Room and Board	——	$3,600
Books and Supplies	$750	$750
Transportation	$400	$400
Personal Expenses	$1,250	$1,250
Estimated Total	**$26,750**	**$25,000**

Can I receive more financial aid at Meredith College than at a less expensive college or university?

Probably. Although your expected family contribution remains the same, your financial need varies according to the cost of the college. In contrast with a public institution, for instance, your eligibility level is higher at Meredith.

Is financial aid renewed each year through four years of college?

It is not renewed automatically. You must submit the FAFSA each year before the priority deadline and maintain satisfactory academic progress. Each year your award will be based upon the family circumstances that you report.

What if family circumstances change?

Family circumstances change when there are increases or decreases in family income levels which will affect your eligibility for financial assistance each year. For example, a family may borrow against an IRA account (thus raising income and lessening eligibility).

If you are a part-time or an independent student, your educational costs will be figured on an individual basis, using the same approach of allowing for living expenses pertinent to your overall educational costs.

International students should contact the Office of Admissions for budget information. Since only Meredith funds, not federal or state monies, are available to foreign students, the maximum award for most qualified international students is $1,500 per year in scholarship assistance.

Contact the Office of Financial Assistance for an application and further information.

Student Life

The quality of student life at Meredith is important to the Meredith community. The college has a strong commitment to a total education that integrates academic and co-curricular experiences to further a student's personal and intellectual growth. Supporting the concept of an enriched student life program, the College provides creative residence life and commuter programs, avenues for developing leadership skills, and opportunities for full participation in campus and community affairs. The College is also celebrated for its integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

Especially exciting about student life at Meredith is the opportunity — and the responsibility — students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in college committees that consider academic programs, instructional matters, and cultural events as well as student life issues and student self-governance. To lend encouragement and support to student life, the College provides a variety of services and trained personnel through the Division for Student Development, including academic advising; admissions; dean of students; diversity programs; financial assistance; residence directors; commuter life; campus ministry; volunteer services; counseling; health services; residence life; student activities and leadership development; emerging leader seminars; career center; community resources; first year experience; orientation; international programming; and social, recreational, and cultural events.

Student Orientation

New freshmen students are invited to an Early Registration session during the early summer. At those sessions, students meet with faculty and student advisers, take placement tests, discuss courses for their first semester, and begin their transition into college life and collegiate expectations.

An in-depth and diverse program of orientation for new students and their families takes place before classes start in August and an abbreviated program for students entering in January. Included in the August orientation program are discussions on various phases of college life, changes in registration, computer orientation and distribution of laptop computers, tours of the library, fitness center orientation, and social events such as picnics and dessert in faculty homes. Through these and other activities, the orientation period provides opportunities for students to meet classmates, faculty advisers, campus leaders, and student development staff. There are also opportunities to identify college officials and their roles and to learn about student services and resources.

The Student Handbook and Activities Calendar is reviewed to help the new student learn about campus life at Meredith. Orientation sessions continue in small groups throughout the new student's adjustment to college and the community.

Cultural and Social Activities

Believing the cultural and social life of the campus to be crucial to the total development of the student, Meredith incorporates a variety of events into the college calendar. The Convocation Committee and other sponsoring organizations bring outstanding artists, lecturers, and performers to Meredith to enhance the College's academic program. Among the many such personalities Meredith students have heard in recent years are the late Dr. Alex Haley, author of *Roots*; the Hon. Jimmy Carter, former President of the United States; Dr. Jane Goodall, writer and world authority on primate behavior; Supreme Court Justice Sandra Day O'Connor; the late syndicated columnist Erma Bombeck; former United States Congresswoman Patricia Schroeder (D-Colorado); playwright Wendy Wasserstein; and journalists Judy Woodruff and Bob Edwards; and Nobel laureate Elie Wiesel.

Touring drama, music, and dance companies such as The Academy Theatre, The National Opera Company, and the Liz Lerman Dance Exchange also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a number of cultural societies in Raleigh bring talent to the area. Also, Meredith has a strong focus on dance instruction and performance, with performances each year by nationally recognized dance artists and other Meredith student, faculty, and guest performances.

Meredith students also perform in the Raleigh area and on tours. The Meredith Chorus, Meredith Chorale, and Encore! appear in concert regularly throughout the college year, and winners of the Meredith Concerto Competition appear with the Raleigh Symphony Orchestra. As an important community outreach of the Meredith Center for Women in the Arts, the Meredith Performs series offers students with interests in music, drama, and dance opportunities to acquire practical experience both in production and on stage.

The art exhibition program brings a dozen or more visual artists to the campus each year. Their work can be viewed in the Frankie G. Weems Art Gallery in the Gaddy-Hamrick Art Center, in the Rotunda Gallery of Johnson Hall, and in the first floor gallery of the Science and Math Building.

The Meredith Entertainment Association brings bands and other entertainers to the Meredith campus. A number of the College's activities sponsored by various student organizations help create Meredith traditions. Through the hilarity of Cornhuskin' and the dignity of formal occasions such as the Honor Code Ceremony, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges in Raleigh, Chapel Hill, Durham, Greensboro, and Winston-Salem offers availability to a host of cultural and social activities.

Student Honors

Honors are bestowed in various ways by Meredith in recognition of outstanding achievement. *Kappa Nu Sigma*, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior year and full members their senior year. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected from the junior and senior classes on the criteria of constructive leadership, service to the College, and academic achievement. Outstanding freshmen are eligible for induction into *Alpha Lambda Delta*, freshman honor society. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List, the Honors Program, and a degree with distinction also recognize academic achievement.

A degree of Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 44.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas include *Psi Chi* for psychology students, *Phi Alpha Theta* for history students, *Sigma Alpha Iota* and *Pi Kappa Lambda* for music students, *Delta Mu Delta* for business students, *Beta Beta Beta* for biology students, *Kappa Omicron Nu* for human environmental sciences, *Alpha Kappa Delta* for sociology, *Alpha Delta Mu* for social work, *Sigma Delta Pi* for Spanish, *Pi Delta Phi* for French, *Pi Mu Epsilon* for mathematics students, *Alpha Epsilon Kappa* for religion and *Sigma Tau Delta* for English. Students who have achieved academic excellence are recognized for academic achievement and other accomplishments by various departments and clubs, and student leaders who have excelled are recognized in an awards program in the spring.

Student Responsibility

The faith that Meredith places in students as responsible, contributing members of the college community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and co-curricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on many college committees.

Honor System

The Honor System is the clearest example of student responsibility. Founded on the premise that dishonesty has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this violation of responsibility to the attention of that student.

Student Government Association

All students are responsible for the self-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government Association also seeks to involve all students in the academic and social life of the College.

In addition to its president, the leadership of the Student Government Association is composed of the Senate, Honor Council, Student Life Committee, Elections Board, Association of Meredith Commuters, Residence Hall Association, Diversity Committee and Women in New Goal Settings. An executive committee is composed of the student government president, a secretary, a treasurer, a freshman member-at-large and representatives from each board.

Student Regulations

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of Meredith, student and faculty committees confer with the SGA on matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*, given to all entering students on their matriculation.

Student Life Committee

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith. The committee directs attention and study to the concerns and the well-being of the students and gives consideration to social, cultural, academic, spiritual, recreational, and health needs of the students.

Student Organizations

Student-directed organizations are another means of enriching the Meredith experience. Involvement in these groups provides students with hands-on experience which can enhance what they learn in the classroom. Students are encouraged to find areas of involvement that are commensurate with their talents, interests, and abilities. Meredith students can choose from more than 90 student organizations in which to participate. Within these organizations students can serve in a variety of leadership positions and gain valuable skills that will be useful in future careers. For example, three college publications are produced by students. *The Herald*, the student newspaper, is published each week for the purpose of communicating information and voicing student opinion. *The Acorn*, the campus literary journal, encourages creativity among the students and is published annually. The college yearbook is titled *Oak Leaves* and is published each fall. Information about the College's responsibility for student publications is found in the *2004–2005 Student Handbook and Activities Calendar.*

Students may choose to join student government, student publications, programming associations, service organizations, classes, clubs within major departments, honor societies, and religious associations. Students are responsible for coordinating many of the service projects, forums, and socials on campus and for the overall effectiveness of these organizations. For more information, contact the Office of Student Activities and Leadership Development at 919-760-8338.

Religious Life

Campus Ministry

As a reflection of Meredith's Christian heritage, the College seeks to reinforce the student's development both intellectually and spiritually. Therefore, the religious life of Meredith is crucial to its overall program.

The College provides several services that affirm the value it places on the religious dimensions of students' lives. One such service is provision of the Christina and Seby Jones Chapel as the primary site of campus worship services. The chapel also offers meeting rooms, a reading room, a meditation room for private worship, and office space for the Campus Minister. The Campus Minister is available to the college community for conversation or counseling pertaining to religious questions, religious vocations, or personal issues.

The Wednesday worship services are integral to campus life and contribute to the spirit of the community as well as to campus spiritual life. The 10 o'clock hour on Wednesdays is reserved for voluntary worship services. Other important activities in the religious life of the College are the Staley Distinguished Christian Scholar Lecture Series, the Mary Frances Preston Lectures in Biblical Studies, the Jo Welch Hull Lectures in Christian Life, and the Mary Stowe Gullick lectures in Christian Ethics. Each of these events brings scholars to the campus to address pertinent matters of faith and to talk with the students and faculty.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA) and the Campus Minister. The association seeks representatives of all faiths and denominations to serve on its council. It offers students opportunities for local ministry projects, study groups, programs, recreation, worship, conferences and retreats, and summer missions.

Volunteer Services

The Office of Volunteer Services facilitates and fosters viable collaborative partnerships with Meredith, faculty, students and the broader community. Located in the Office of the Campus Minister, the coordinator of Volunteer Services seeks to recognize and celebrate Meredith's volunteer service participants, while identifying, promoting and coordinating service opportunities for the campus community. These service opportunities challenge faculty, staff and students to develop, enhance and practice a personal ethic of volunteer service.

With a strong working relationship between the College and Raleigh's community service agencies and organizations, the Office of Volunteer Services serves as an adviser to the campus Service Council and as a resource for faculty with service learning components in their courses. As director of the MeredithReads program, the coordinator of volunteer services is a liaison to the MotherRead program and is responsible for the recruiting, training and supervising of student volunteer participants.

Meredith students seeking to expand self-understanding and eager to meet the responsibilities and challenges of volunteer service are encouraged to visit the coordinator of Volunteer Services in Jones Chapel.

Recreation

Meredith offers a variety of recreational activities for students. The Weatherspoon Physical Education-Dance Building provides excellent facilities for curricular and extracurricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and two dance studios. The Margaret Weatherspoon Parker Fitness Center is available for use by Meredith students. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a driving range, a soccer field, and a softball diamond. The Meredith Recreation Association coordinates organized intramural activities along with other special recreational events.

Intercollegiate Athletics

Meredith sponsors five intercollegiate sports, including soccer, volleyball, tennis, basketball, and fast-pitch softball. Students may participate on one or more athletic teams. Individuals who wish to try out should contact the coach of the respective sport(s) upon arrival on campus. Note: Fall sports (soccer and volleyball) begin practice during the week of freshman orientation, so it may be necessary to contact the coach during the summer prior to the beginning of the fall semester.

The Athletic Office, under the supervision of the director of Athletics, administers the organization and activities of the intercollegiate athletic program. Meredith is an active member of the National Collegiate Athletic Association (NCAA) and adheres to its policies and procedures and endeavors to uphold the operational goals of the College.

As a member of NCAA Division III, Meredith offers no athletic scholarships. Enjoyment and love of the sport, as well as team membership, serve as primary motivators for participation. Athletes follow the same academic requirements and standards as other students. To maintain eligibility, they must be in good standing with the institution, be full-time students, and abide by all rules of the NCAA.

Student-athletes will be amateurs in their sport and conduct themselves with integrity and good sportsmanship. Their behavior will, at all times, reflect the high standards of honor and dignity that characterize participation in competitive sports in the collegiate setting. Of primary concern to the intercollegiate athletics program is the welfare of the student-athletes. Reporting to an academic division of the College, the athletic program maintains the same high standards required of all departments and the same commitment to the education and personal development of student-athletes.

Residence

Seven residence halls are available for on-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. All residence halls are air-conditioned. Each room is equipped with cable television, a telephone jack and voice mail. Residents enjoy internet access through wireless technology.

Freshmen are usually assigned to Brewer, Stringfield, Vann or Poteat Residence Halls, and transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be given to the director of residence life by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to new students in the early part of July.

Upperclass students serving as resident assistants live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their floors. Upperclass students also serve as resident assistants in the other residence halls. Three residence directors live in the freshman residence halls, and two other residence directors live in the upperclass halls.

Campus residence halls are a living/learning environment which provide a supportive community for student development. Traditional-aged students are encouraged to take advantage of the opportunity for building friendships, developing interpersonal and communications skills, and participating in programs and activities that are part of the residential living experience.

- Freshman and sophomore students under the age of 23 must live in the residence halls or reside with their parents, husbands, or (with special permission) another close relative. Freshman and transfer students who enter the College over the age of 21 may apply to live off campus. Housing contracts are for the entire academic year (fall and spring semesters).
- Continuing juniors and seniors with at least a 2.0 GPA may apply to live off campus by a designated deadline, usually in March. Students must have at least 60 hours or have resided four semesters in the residence halls. Transfer students who meet established eligibility requirements as stated on the transfer application for admission may apply as commuting students under the off-campus housing option. Juniors and seniors should note that housing contracts are for the entire academic year (fall and spring semesters).
- Resident students must be enrolled as full-time (at least 12 hours) students while living in the halls. If a student drops below full-time, she will not be eligible to live on campus unless approved by the dean of students.
- Campus housing is available to undergraduate degree-seeking students under the age of 23. Housing is not available to students 23 or older unless they entered Meredith prior to the age of 21 and are completing a continuous undergraduate four-year program. In 2004-2005 Residence Life is offering a pilot program to full-time undergraduate students over 23 who want to live in residence halls. Students who enroll between the ages of 21 and 23 may submit a request to the director of residence life for consideration of an extension of on-campus accommodations. International students, 23 or older, enrolled in an undergraduate degree program may request special consideration for on-campus housing.
- Students interested in housing during summer terms must check with the Office of Residence Life for housing options and stipulations.
- On-campus students have the cost of health services and meals in the dining hall included in their payment for room and board. Students who live off campus must pay a health fee in order to receive services from the Health Center. Students who live off campus must pay for any meals eaten in the dining hall.
- Residential policies will be reviewed annually.

Commuter Student Life

Commuter students enjoy a variety of programs planned throughout the year to meet the needs of those who commute to campus each day and to assist them in becoming part of the total campus community. Lounges on the second floor of Cate Center provide space for commuter student rest, study, and relaxation. Cate is a center of commuter student activity and communication; there are commuter workstations, mail pockets, telephones, computers with wireless technology and e-mail access, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar, the Bee Hive, and vending areas of Cate Center. Belk Dining Hall also serves as a convenient source of food for both commuter and resident students.

Health Care

Health care is under the general direction of the director of Health Services. The Health Center is served on a regular basis by a local physician, with registered nurses on duty from 7:00 a.m. to 7:00 p.m. Monday –Thursday and 7:00 a.m. to 5:00 p.m. on Fridays. The college physician has designated office hours in the Health Center when students may see her. Only minor illness and emergencies are treated in the Health Center. Major illnesses are referred to specialists located off campus. The physician and nurses seek to prevent illness by informing students about good health practices.

Counseling

Academic Advising

The College provides guidance to students in the planning of their individual academic programs under the general direction of the Office of Academic Advising located in the Park Center. *See page 35 for further details.*

Career Planning

The Career Center, located on Second Floor Park Center, offers career counseling, educational programs, and resource information to Meredith students and alumni. Trained counselors help students begin the process of self-discovery by identifying their interests, abilities, and values through individual appointments, assessments, and the use of career information. For-credit career planning classes are taught during the academic year. As students declare their majors, the Career Center provides opportunities for gaining relevant work experience through Cooperative Education. Assistance is available in developing resumes, preparing for interviews, locating graduate/professional school information, and discovering job market trends. Services for graduating seniors include specialized workshops, on-campus interviews, and a web-based career system for posting resumes and viewing job openings. Career fairs during the fall and spring semesters provide an opportunity for students to make direct contact with employers. The center is open from 8:00 a.m.-5:00 p.m. with evening hours available. To schedule an appointment, call 760-8341 or stop by the office.

Counseling Center

The Counseling Center offers individual and group counseling to students with concerns of any kind—social, emotional or academic—with counselors who are degreed and licensed. All counseling services are free and confidential. The Center also works with students with disabilities and their faculty. In addition to counseling services, the Counseling Center offers psychological consultation, and general referral services. The Counseling Center offers an

eating disorder and a depression/ anxiety screening day. During the academic year the center provides the community with a counselor on call to assist in crisis situations. The counselor on call can be accessed by calling Campus Police at 760-8888. Ultimately, services for acute psychological crises are provided by local hospitals. Students are encouraged to call any time or stop by between 8:00 a.m. and 8:00 p.m. Mon.–Thurs. and between 8:00 am and 5:00 p.m. on Fridays to make an appointment. The Counseling Center is located on the first floor of Carroll Hall next to the Health Center.

Disability Services

Disability counselors in the Counseling Center provide, arrange, and coordinate accommodations for students in courses, programs, services, activities, and facilities. The staff maintains disability-related documents, certifies eligibility for services, determines reasonable accommodations and develops plans for the provision of such accommodations for students with disabilities.

Meredith College's goal is to create an accessible community where people are judged on their abilities, not their disabilities. The staff strives to provide individuals with the tools by which they can better accomplish their educational goals.

In post-secondary settings, it is the student's responsibility to request accommodations, if desired. Students are encouraged to contact the Disability Services office at 760-8427 or **disabilityservices@meredith.edu** for an appointment. It is important to remember that not every student with a disability needs an accommodation. It is equally important to remember that even though two individuals may have the same disability, they may require different accommodations.

Freshman Discovery Series and First-Year Experience Class

All freshmen are expected to attend Freshman Discovery twice during the fall semester. These sessions help students cope with issues that may arise while they are in college. In addition, freshmen are encouraged to enroll in a section of the First-Year Experience class, intended to help each participant make a successful transition to the academic and personal demands of life as a college student.

Student Organizations: Opportunities for Involvement

Meredith College offers a wide variety of clubs, service organizations, and honor societies for students. Membership in some of these clubs is open to all interested students. In others, it is restricted to those students who take certain subjects or meet particular requirements. For more information, contact the Office of Student Activities and Leadership Development.

Student Government Association

- Executive Committee
- Association of Meredith Commuters
- Diversity Committee
- Elections Board
- Honor Council (and Review Board)
- Residence Hall Association
- Senate
- Student Life Committee
- WINGS (Women in New Goal Settings)

Publications

- Publications Board
- *Acorn* (literary magazine)
- *Meredith Herald* (newspaper)
- *Oak Leaves* (yearbook)

Programming Associations

- Campus Activities Board
- Association for Cultural Awareness
- Meredith Entertainment Association
- Meredith International Association
- Meredith Recreation Association

Religious Associations

- Interfaith Council
- Association for the Understanding of Religious Awareness
- Campus Crusade for Christ
- Catholic Community of Meredith College
- Chi Alpha Christian Fellowship
- InterVarsity Christian Fellowship
- Meredith Christian Association

Service Organizations

- Service Council
- Circle K
- Meredith College Junior Woman's Club
- Philaretian Society

Class Council

- Freshman Class
- Sophomore Class
- Junior Class
- Senior Class

Clubs

- American Choral Directors Association
- American Institute of Graphic Arts
- American Society of Interior Designers
- Angels for the Environment
- Artists' Alliance
- Barber Science Club
- Canaday Math and Computer Science Club
- College Democrats
- College Republicans
- Collegiate Music Educators National Conference
- Colton English Club
- Communication Club
- Dance Club
- *Die Reblaus* German Club
- Disability Services Organization
- Extra Theatre Company
- History and Politics Club
- *La Societa Italiana* Italian Club
- *La Tertulia* Spanish Club
- *Le Cercle Francais* French Club
- Mae Grimmer Granddaughters' Club
- Meredith Accounting Association
- Meredith Advocates for Young Children
- Meredith Association of Pre-Health Profession Students
- Meredith College Association of Family and Consumer Sciences
- Meredith Fashion Association
- Meredith-N-Harmony
- Meredith Nutrition and Wellness Club
- Model United Nations
- *Pi Sigma Epsilon*
- Psychology Club
- Social Work Club
- Society for Human Resource Management
- Sociology Club
- Spectrum
- Sports Science Association
- Student-Athlete Advisory Committee
- Student Business Advisory Board
- Student Foundation
- Student NC Association of Educators
- Tomorrow's Business Women
- Women's Issues Network
- White Iris Circle

Honor Societies

Alpha Delta Mu, Alpha Lambda Delta, Alpha Psi Omega, Beta Beta Beta, Delta Mu Delta, Kappa Nu Sigma, Kappa Omicron Nu, Lambda Pi Eta, Phi Alpha Theta, Phi Lambda Upsilon, Pi Delta Phi, Pi Kappa Lambda, Pi Mu Epsilon, Psi Chi, Sigma Alpha Iota, Sigma Delta Pi, Sigma Tau Delta, Silver Shield, *Theta Alpha Kappa*

Academics: Policies and Procedures

Overview of Academic Requirements

Meredith College requires that students complete a minimum of 124 semester hours in order to earn a baccalaureate degree. A grade point average of 2.0 or higher must be achieved for all courses attempted, all courses attempted at Meredith and all courses taken at Meredith in the major field. A student's program of study includes 51–67 semester hours of general education courses *(pages 54–55)* and all courses required in at least one major field *(page 56)*. Major field requirements range from 30 to 70 semester hours; some have concentrations, which give focus to the major field. Remaining credit hours may be earned in teaching licensure, a second major, minors, or with elective courses in areas of interest. Both general education and major field requirements for the Bachelor of Music degree are unique to that program *(page 100)*.

This section defines requirements and outlines policies that govern a student's progress toward a degree. *Descriptions and requirements of specific academic programs begin on page 54.*

Types of Degrees

Undergraduate degrees offered by Meredith include the Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, and Bachelor of Music, with majors in the following areas:

Bachelor of Arts

- American Civilization
- Art
- Biology
- Chemistry
- Communication
- Dance
- Economics
- English
- Environmental Studies
- French
- History
- International Studies
- Mathematics
- Music
- Musical Theatre
- Political Science
- Pre-Art Therapy
- Psychology
- Public History
- Religion
- Sociology
- Spanish
- Theatre
- Women's Studies

Bachelor of Science

- Accounting
- Biology
- Business Administration
- Chemistry
- Child Development
- Clothing and Fashion Merchandising
- Computer Information Systems
- Computer Science
- Exercise and Sports Science
- Family and Consumer Science
- Foods and Nutrition
- Interior Design
- International Business
- Mathematics

Bachelor of Social Work

- Social Work

Bachelor of Music

- Music Performance
- Music Education

The Bachelor of Music with a major in performance or music education is a professional degree built on a liberal arts base. This degree prepares the student for a career in teaching or performance. Its requirements differ from those of other Meredith degrees. *See page for 103 a listing of requirements.* Preparation for teaching includes any Meredith major plus teaching licensure offered by the School of Education. *See page 77.*

Second Baccalaureate Degrees

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith or another institution or by a student currently working on her first baccalaureate degree at the college. The following conditions must be fulfilled by the student who wishes to receive a second and different baccalaureate degree:

1. She must meet all the requirements for the second degree.

2. She must comply with a minimum of 31 hours in residence beyond requirements for the first degree.

Generally the same degree will not be awarded twice. However, a student who holds a bachelor's degree from another institution may be awarded the same baccalaureate degree if the following conditions are met:

1. The field of study is different from that of the first degree. This requirement is subject to approval by the vice president for academic affairs and the Academic Council.
2. The student has met all Meredith degree requirements, including general education and major requirements.
3. The student has completed a minimum of 31 credit hours at Meredith.

A student working on a second baccalaureate degree shall be classified academically as a senior.

Another option for current or prospective students is a second major or minor. Either of these can be earned by completing the courses and credit hours required. *For admissions requirements and procedures, see page 16.*

Choice of Catalogue

The catalogue for the year in which a student enters Meredith College governs the degree requirements during her period of enrollment. She may elect to follow degree requirements published in that or any subsequent catalogue in force during her period of residence. A student accepted for re-admission to the college after an absence of more than a year will comply with the degree requirements of the catalogue under which she is readmitted or a subsequent catalogue. The student will be considered "in residence" during the semester in which the student withdraws officially from the College or is approved for leave of absence. Exceptions may be necessary in order to conform to standards of outside accrediting agencies. The Meredith College Catalogue does not serve as a contract of any kind.

Academic Planning and Advising

Upon entering Meredith, a student is assigned an academic adviser who will work collaboratively with her to plan course schedules and explore her academic goals and interests. Freshmen advisers are well versed in general education requirements and familiar with campus resources and support systems. They can provide detailed curriculum guides for all available majors. Questions about academic advising should be addressed to the Office of Academic Advising at 919-760-8059.

Although some enter Meredith with a major in mind, students more typically explore a number of options before choosing a direction. First year students usually enroll in general education courses and entry-level courses in fields of interest. During this time they consult with academic advisers and other faculty and staff to create a plan of study.

Once a student declares a major, she is assigned an academic adviser in that field. This adviser will assist the student in planning her course work until graduation. At the end of the junior year, the student and her adviser will conduct a graduation check. Ultimate responsibility for fulfilling graduation requirements rests with the student.

Selecting a Major

A **major** is a program of approved courses and experiences that allows a student to pursue in-depth study in a discipline, or in an interdisciplinary curriculum, in order to advance her knowledge and understanding of the content and tools of that field of study. Established majors described in this catalogue, as well as a contract major option, are available. A major prepares students for graduate study and, in some instances, it may have a career oriented or pre-professional focus. The major field is listed on a student's transcript, along with the degree that is conferred.

A major requires a minimum of 30 semester hours and a maximum of 70 hours (including prerequisite courses). A major may exceed 70 hours for a professional degree or when mandated by an accrediting or licensing agency. At least 35 per cent of the credit hours required for a major must be taken in courses designated by the department as upper level.

A major may also require specific courses outside of the department or school offering the major. In such cases these related courses are considered part of the total hours required for the major.

A **concentration** is an area of specialization within a major designed to focus on a specific content area and/or provide a career-oriented component. Schools and departments offer concentrations when the discipline or field of study is particularly broad and students may wish to develop a significant degree of expertise in a particular area of the major field. A concentration is listed on the student's official transcript as part of the major field of study, along with the degree conferred.

ENG 090, MAT 090, and 100 level foreign language courses are not considered prerequisites and are not part of the major hours. A major may require (or present as an option) a concentration within the discipline or have a co-requirement of a minor.

A student may complete up to two years of study at Meredith before declaring a major. Although encouraged to explore various options during this time, she should talk with her adviser about course sequences and offerings in her areas of interest. A late declaration of major can put a student behind in some disciplines.

Those wishing to pursue teaching licensure should begin required course work in that area at the beginning of the sophomore year.

Applying for a Contract Major

The **contract major** option allows the highly focused and motivated student to design a unique course of study. Students wishing to combine course work in several disciplines or pursue a specific topic in depth within or across disciplines may want to consider this option. A grade point average of 2.5 or better is recommended for students who propose a contract major.

There are two types of contract majors:

1. Departmental – Departmental majors include mainly courses within the respective department or school, but may include supporting courses from other disciplines.

2. Interdisciplinary – Interdisciplinary majors, other than those listed among the regular majors, may be pursued by a student through one of the academic departments or schools.

In most cases, a department or school will design these majors according to the following guidelines: **(a)** a minimum of 36 semester hours; **(b)** a unifying theme; **(c)** a core discipline of 18-21 hours and two additional related disciplines or 12 hours from each of three separate disciplines; and **(d)** a three-hour senior project.

All contract majors require a substantial number of upper level courses. Requests for CRC and transfer credit in the contract major will follow Meredith College guidelines. Normally, a contract major must be considered and approved by the Curriculum Committee and the Academic Council no later than the junior year. Students who pursue a contract major will be expected to assess how each course taken, as part of the major, serves the purpose of the contract major.

A student interested in this option meets with her adviser(s) to design the contract major proposal for submission to the Curriculum Committee. The contract major proposal must be submitted to the Curriculum Committee using the format outlined on the "Proposal for a Contract Major" form available in the registrar's office. The proposal and supporting documentation must be submitted one week before a Curriculum Committee regular meeting. All contract major proposals for the next year must be considered before the second February meeting of the Curriculum Committee. Proposals approved by the Curriculum Committee are sent to Academic Council for final approval.

Minors

A **minor** allows a student to pursue an area of interest in addition to her major by completing an approved course program in another academic discipline or related disciplines. Structured minors are available in most departments and schools. In addition, the college offers several interdisciplinary minors. In general, a minor is optional, although certain majors have a co-requirement of a minor as outlined in the major requirements. A minor is listed on the student's official transcript.

A grade point average of 2.0 or higher must be achieved for all courses taken at Meredith in a student's minor. Minors require a minimm of 18 semester hours, with study in upper division courses. Of those hours, 9 semester hours must have been completed at Meredith

Applying for a Contract Minor

Students may develop and propose a contract minor with the support of a department or school according to the following guidelines: **(a)** contract minors will have a minimum of 18 and a maximum of 24 semester hours; and **(b)** contract minors will be comprised of courses that have a unifying theme. Contract minors are subject to the same procedures for review and approval as contract majors. *(See page 35)*

Declaring a Major and Minor

A student may declare a major by consulting with the department head or other faculty in her chosen field of study and submitting a Declaration of Major form to the Office of the Registrar. She follows the same procedure for declaring a minor: consulting with the program head or administrator, filing a Declaration of Minor form with the Office of the Registrar.

The Family Educational Rights and Privacy Act

FERPA, the Family Educational Rights and Privacy Act of 1974, is a federal law requiring Meredith College to protect the confidentiality of student educational records. Meredith College has adopted the policies outlined below to comply with the law, to inform students of their privacy rights, and to maintain the protection of student educational records.

Although student educational records are protected, Meredith College is not required to protect information that is classified as "directory" information. Meredith College has the right to release the following directory information without a student's prior consent.

- Name, address, telephone number, e-mail address
- Date and place of birth, and country of citizenship
- Dates of attendance, academic major, degrees and awards received
- Institutions attended
- Weights and heights of athletic team members
- Participation in sports and activities
- Student photographs

Any student who would like her directory information protected under the same guidelines as educational records should submit a written request to the following offices: the registrar's office for undergraduate students, the graduate office for graduate students and the School of Education for licensure only students. This written request must be submitted to the appropriate office by the 20th classroom day of the Fall or Spring semester. It is not retroactive.

Students have the right under FERPA to inspect and review their education records and to appeal to the appropriate office to have any incorrect information corrected. Student also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by Meredith to comply with the Act.

Registering for Courses

Registration Materials

Registration instructions and class schedules are available from the Registrar's office approximately three months before a term begins. After a student is registered, schedule changes are handled through the registrar's office.

Shortly after mid-semester, students in good financial standing may pre-register for the following term. Schedules may be adjusted during the drop/add period — the first five days of the semester.

Course Load and Overloads

The student wishing to graduate in four years should take 15–16 hours per semester. A full-time course load ranges between 12 and 18 hours. Students on probation should read the section on Satisfactory Progress, Retention and Suspension for their course load guidelines. A student who wishes to take a course overload of more than 19 hours must have written permission from the vice president of academic affairs. A student seeking overload permission may take no more than 9 hours of half-semester courses.

Advising in the Major Field

Once a student declares a major, she is assigned an academic adviser in that field. This adviser will assist the student in planning her course work until graduation. At the end of the junior year, the student and her adviser will conduct a graduation check. Ultimate responsibility for fulfilling graduation requirements rests with the student.

Dropping and Adding Courses

A drop-add period running for the first five days of each semester offers an opportunity to make adjustments to the class schedule.

Classification

Students are classified by year of study on the following basis:

Classification	Semester hours completed
Freshman	1-25
Sophomore	26-59
Junior	60-89
Senior	90 and above

Credit options and restrictions

In addition to credit earned in scheduled courses at Meredith, students have a number of options for earning and transferring course credit and pursuing alternate educational experiences. These options are listed below.

Transfer Credit

Candidates for a degree at Meredith College may transfer credit from colleges offering programs accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association. The candidate will receive credit for the courses acceptable for an undergraduate degree at Meredith for which she has received a grade of "C" or better.

With the exception of physical education and dance activity courses, pass/fail courses accepted for transfer will not count toward major or general education requirements.

Work from other institutions accepted for transfer to Meredith College will be converted to the Meredith credit standards. Transfer credits are recorded in semester hours and are evaluated with letter grades "A" through "C" on a 4.0 scale.

Plus/minus grades will be adjusted to letter grades only. Credits not adaptable to the Meredith grading system will be accepted as pass/fail.

Transferred credits will be counted toward general education requirements only with the approval of the Director of General Education. Transferred credits will be counted for requirements of a major or minor only with the approval of the appropriate department head or dean. Likewise, credits earned 10 or more years prior to application will be evaluated under consultation with the department head or appropriate dean.

Advanced Placement Credit

Advanced placement and credit are available to admitted students in approved Meredith programs through several avenues

- Advanced Placement Examination of The College Board (AP);
- College-Level Examination Program test (CLEP);
- International Baccalaureate examination (IB);
- Meredith College departmental tests; and
- course credits recommended by the American Council on Education and approved by the Meredith registrar.

Details of Meredith's AP, CLEP and IB policies are listed in the tables on the following pages.

Transcripts of credits may be presented for evaluation as part of an admissions package or, in the case of enrolled students, to the registrar.

Credit Opportunities for High School Advanced Placement Courses

AP Exam	Score	Hours Granted	College Courses Satisfied
Art History	3,4,5	3	Art History
Art Studio	3,4,5	3	Studio Art Elective
Biology	3.4.5	4	Biology 101, 141
Chemistry	3	4	Chemistry 111, 141
	4,5	8	Chemistry 111, 141, 112, 142
Computer Science A	3,4,5	4	Computer Science 201
Computer Science AB	3,4,5	7	Computer Science 201, 212
Economics —Macroeconomics	3,4,5	3	Economics 100
Economics—Microeconomics	3,4,5	3	Economics 101
English Language & Composition	3	3	Elective (not general education requirement)
	4,5	3	English elective OR placement in Advanced Composition and credit for English 111
English Literature & Composition	3	3	English elective
	4,5	3	One course in English, American or World Literature
Environmental Science	3,4,5	4	General Education lab science
French Language	3	3	French 205 or 206
	4,5	6	French 205, 206
French Literature	3	3	1 300-level French literature class
	4,5	6	2 300-level French literature classes
German Language	3	3	German 205 or 206
	4,5	6	German 205, 206
Government & Politics, Comparative	3,4,5	3	Politics 204
Government & Politics, United States	3,4,5	3	Politics 100
History —European	3,4,5	3	History 102
History —United States	3,4,5	3	History 214 or History 215
Human Geography	3,4,5	3	General Education behavioral and social science
Latin/Literature	3	3	1 300-level course
	4,5	6	2 300-level courses
Latin/Vergil	3	3	Latin 205 or 206
	4,5	6	Latin 205, 206
Mathematics—Calculus AB	3,4,5	4	Mathematics 211
Mathematics—Calculus BC	3,4,5	8	Mathematics 211, 212
Music Theory	3,4,5	3	Music 100
Physics B (General)	3	4	Physics 211, 241
	4,5	8	Physics 211, 241, 212, 242
Physics C (Mechanics)	3,4,5	4	Physics 211, 241
Physics C (Electr. and Magnetism)	3,4,5	4	Physics 212, 242
Psychology	3,4,5	3	Psychology 100
Spanish Language	3	3	Spanish 205 or 206
	4,5	6	Spanish 205, 206
Spanish Literature	3	3	1 300-level Spanish literature class
	4,5	6	2 300-level Spanish literature classes
Statistics	3,4,5	3	Mathematics 245

Meredith College International Baccalaureate Policy

IB Subject	Min. Score Accepted	Semester Hours Awarded	Meredith Equivalent
Art/Design Option A (Studio Work) *Subsidiary Level*	5	3	Studio Art elective
Art/Design Option B (Research Workbook) *Subsidiary Level*	5	3	Art elective
Art/Design Option A&B *Higher Level*	5	6	3 credits Studio Art 3 credits Art elective
Biology *Higher Level*	5	4	BIO 101/141
Business & Organization *Higher Level*	5	6	6 hours toward business major
Chemistry *Subsidiary Level*	5	4	CHE 111/141
Chemistry *Higher Level*	5	8	CHE 111/141, CHE 112/142
Classical Languages *Subsidiary Level*	5	3	Aesthetics and Art elective
Classical Languages *Higher Level*	5	6	Aesthetics and Art elective
Computer Science *Higher Level*	5	3	Computer Science elective
Economics *Higher Level*	5	6	ECO 100/101
English (Language A1) *Higher Level*	5	3	Literature elective
Environmental Systems	5	4	Biology elective, Lab science
French *Subsidiary Level*	5	3 after completion of 6 hours at Meredith	
French *Higher Level*	5	6 after completion of 6 hours at Meredith	
Geography *Subsidiary Level*	5	3	Behavioral & Social Science elective
Geography *Higher Level*	5	6	Behavioral & Social Science elective
German *Subsidiary Level*	5	3 after 6 hours at Meredith	
German *Higher Level*	5	6 after 6 hours at Meredith	
History *Higher Level*	5	3	History elective
History of the Islamic World *Higher Level*	5	3	History elective
Information Technology in a Global Society	5	3	Elective towards graduation
Mathematical Methods *Subsidiary or Higher Level*	5	3	Mathematics elective
Mathematics *Higher Level*	5	7	MAT 144, MAT 211
Advanced Mathematics	5	3 or more	See dept. for credit determination
Music *Subsidiary Level*	4	2 or 3	MUS 214 (3), MUS 215 (2)
Music *Higher Level*	5	3	MUS 100
Philosophy *Higher Level*	5	3	Philosophy elective
Physics *Subsidiary Level*	5	4	PHY 211/241
Physics *Higher Level*	4	8	PHY 211/241, PHY212/242
Psychology *Higher Level*	5	3	Psychology elective
Social Anthropology *Higher Level*	4	3	SOC 260
Spanish *Subsidiary Level*	5	3 after 6 hours at Meredith	
Spanish *Higher Level*	5	6 after 6 hours at Meredith	
Theatre Arts *Subsidiary Level*	4	3	THE 114
Theatre Arts *Higher Level*	5	3	THE/ENG 350

College Level Examination Program (CLEP) Examination

CLEP Examination	Min. Score Accepted	Amount of Credit Granted	Equivalent Course(s)
Business			
Accounting, Principles of	50	6	ACC 230, 231
Business Law, Introductory	50	3	BUS 340
Information Systems & Computer Applications	50	3	
Management, Principles of	50	3	BUS 240
Marketing, Principles of	50	3	BUS 260
Foreign Languages			
French, Level 1	50	3	FRE 101
French, Level 2	TBA		
German, Level 1	50	3	GER 101
German, Level 2	TBA		
Spanish, Level 1	50	3	SPA 101
Spanish, Level 2	TBA		
History & Social Sciences			
American Government	50	3	POL 100
Educational Psychology, Introduction to		NONE	
History of the United States I: Early Colonizations to 1877	50	3	HIS 214
History of the United States II: 1865 to the Present	50	3	HIS 215
Human Growth & Development		NONE	
Macroeconomics, Principles of	50	3	ECO 100
Microeconomics, Principles of	50	3	ECO 101
Psychology, Introductory		NONE	
Social Sciences & History	50	3*	
Sociology, Introductory		NONE	
Western Civilization I: Ancient Near East to 1648	50	3	HIS 101
Western Civilization II: 1648 to the Present	50	3	HIS 102
Composition & Literature			
American Literature		NONE	
Analyzing & Interpreting Literature		NONE	
Composition, Freshman		NONE	
English Composition (with or without essay)		NONE	
English Literature	50	NONE	
Humanities		3*	
Science & Mathematics			
Algebra	50	3	MAT 141
Algebra-Trigonometry	50	3	MAT 144
Biology		NONE	
Chemistry	50	6	CHE 111, 112
Calculus with Elementary Functions	50	3	MAT 211
College Mathematics	50	3*	
Natural Sciences	50	3*	MAT 143
Trigonometry	50	3	

**Student must complete a course at Meredith in the same department or area with a grade of at least a "C "before receiving CLEP credit. When the student has completed the Meredith course, she must write the Office of the Registrar indicating that the course has been completed and requesting that the advanced placement credit be added to her academic record.*

Visitation Credit

A student may elect to study for a single semester at another college or university while retaining her status as a Meredith student. This arrangement allows her to return to Meredith the following semester without having to apply for re-admission. Applications for this option are available in the Office of the Registrar. These arrangements must be completed before the student begins her study at another institution.

Cooperating Raleigh Colleges

Meredith, Peace, and Saint Augustine's Colleges, St. Mary's School and North Carolina State and Shaw Universities form a consortium through which they provide their collective educational resources to students at each of the six institutions. Under this agreement full-time Meredith students may take collegiate-level courses at any of the other campuses in the consortium. These courses are used for general enrichment, to strengthen particular majors, to enhance career training, and, in certain situations, to earn an additional major or degree. Web-based and video courses at North Carolina State University are not included under the CRC agreement.

A student may take up to three courses per year through the CRC agreement. She may not take courses available at Meredith, except in unusual circumstances. The approval process begins with the student's academic adviser and requires approval from the head of the respective department or school. A CRC Application form is available in the Office of the Registrar. Approval is subject to space availability, as determined by the host institution.

Academic Council receives written appeals from students whose requests have not been approved under the stated process.

Special Studies

A student may expand her curriculum beyond the courses in the catalogue by using several options available under the Special Studies Program. Special studies courses may be proposed by students or faculty. They require approval by the head of the department or school which grants the credit as well as the vice president for academic affairs. Up to four credit hours may be earned in a special studies course, and the option may be pursued on multiple occasions. Options are listed below, accompanied by their course numbers. The course prefix is that of the sponsoring academic program:

Independent Study (910)

- A program of study involving a minimum of guidance and allowing truly autonomous study.

Directed Individual Study (920)

- An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance is provided by the instructor.

Honors Thesis (925)

- For participants in the Meredith College Honors or Teaching Fellows Programs. An extensive project demonstrating depth and breadth of understanding of the chosen topic and subject area.

Community Internship (930)

- An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

Group Study (940-949)

- A course on special topic which is not already offered in the curriculum. Approval is granted on a one-semester basis.

With the exception of group study, which is listed in the schedule of courses, the special studies options listed above require a Special Studies form, available in the Office of the Registrar. The completed form must be submitted to the registrar's office by the end of the drop/add period.

Special studies courses may be designated Pass/Fail by those responsible for approving them. A student may elect these in addition to her P/F options *(see page 45).*

Undergraduate Research Courses

Academic credit for undergraduate research may be earned in several departments in the following categories:

299 Introduction to Research — Open to freshmen and sophomores who have an interest in the indicated discipline and who would like to work with a faculty member on a project involving research in the discipline. May be repeated up to a total of 6 semester hours.

498 Honors Thesis — Open to seniors in the Honors Program and/or Teaching Fellows Program who will formulate and execute an original research project at an advanced level. Maximum credit provided is 4 semester hours.

499 Research — Open to junior and senior majors or others by permission. For students who have an interest in working with a faculty member on an original research project at an advanced level. May be repeated up to a total of 6 semester hours.

Undergraduate research courses are governed by the following guidelines and procedures:

The numbers 299, 498 and 499 are reserved for research courses at the undergraduate level in each department and discipline. These numbers will not be used by other course offerings.

Each course numbered 299, 498 or 499 can provide up to a maximum of 4 semester hours of credit.

Courses numbered 299 or 499 may be repeated for credit. However, students registering for 299 and/or 499 may receive no more than a maximum total of 6 semester hours of credit toward graduation for each 299 and 499.

Students may receive no more than a maximum total of 12 semester hours of credit toward graduation in courses number 299, 498 and 499.

Students registering for 299, 498 and 499 courses are required to fill out a form providing information in their research projects available in each department office and in the registrar's office. The completed forms will be maintained in the Office of the Registrar.

Courses labeled 299, 498 and 499 may only be taken for a letter grade.

The total amount of credit will vary for each research project depending on the nature of the work, the research project, and the amount of time spent on the research. A minimum of 3 hours of research work each week per semester hour of credit is a requirement.

Summer Study

Meredith conducts a summer session in which courses are generally taught over a three-week term, with a student taking only one course per term. In addition, some courses are taught for six weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an inter-institutional course. Fees will be paid by the student at the other Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Office of the Registrar. She secures for specific courses written approval of her adviser, the appropriate department or school head, and the registrar. The student may exercise the pass/fail option for a course. This option must be approved prior to taking a course. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

Meredith degree candidates taking courses at another institution must make a grade of "C" or better for the course to transfer to Meredith.

Correspondence Credit

A maximum of six credit hours may be allowed for correspondence courses on which a grade of C or higher is earned. Written permission must be granted by the student's adviser, the head of the department involved, and the registrar.

Credit for Extra-Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may wish to seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department or school head to decide upon any credit given. In some cases, departmental or school examinations will be used for determining the maximum amount that may be awarded for extra-institutional instruction. To apply for credit, the student should contact the Office of the Registrar.

Residence Credit Requirements

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who plans to study abroad in her senior year, completing 15 of her last 30 hours at Meredith will suffice if approved by the International Studies Committee. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the inter-institutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A transfer student from a regionally accredited institution must complete at least 31 hours at Meredith. If a transfer student enters from a two-year institution, she must complete at least 58 hours from accredited four-year institutions.

A student who has a bachelor's degree from another institution and wishes to receive professional licensure at Meredith in teacher education or social work must complete 31 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in her major, subject to the approval of the department or school. A student transferring with senior classification will be expected to take at Meredith at least nine hours in her major, subject to the approval of the department or school.

Credit in Music

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. *(See pages 155–156 for list of ensemble courses.)*

Credit in Physical Education and Dance

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education and/or dance activity courses. Exceptions to the maximum of eight hours are made for students majoring or minoring in Exercise & Sports Science or Dance, and must be approved by the head of the Department of Health and Physical Education and by the vice president for academic affairs or the registrar. When the general education/ physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

Cooperative Education

Cooperative education offers sophomore, junior, and senior students the opportunity to relate their classroom learning to work experience. Through supervised career-related employment, participants explore careers, integrate theory with practice, and examine future job opportunities. Employment with cooperating companies and agencies is coordinated and approved by the Meredith Career Center. Participants complete both work and academic assignments for evaluation. One to four hours of academic credit may be earned for each work experience. Up to eight hours of cooperative education credit may be applied to the 124 hours required for graduation.

Auditing Courses

Auditing is an arrangement under which a student participates in but does not earn credit for a course. Audits may be arranged on the first meeting day of the course. Forms are available in the Office of the Registrar.

Full-time degree students may audit a course upon the approval of the course instructor and the registrar. The course becomes part of the student's course load and is listed on her permanent record.

A course must be designated for audit within the first 20 days of the semester. Any audited course may be dropped in the same manner as other courses. If the student withdraws from the audited course or does not satisfy the instructor's stated expectations for the audit, the grade of NA will be given.

Repeated Courses

A student may repeat a course in order to improve her grade. She should do so in the semester following the first attempt or as soon as the course is offered again. If she repeats the course at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat a Meredith course at another college; grades for courses repeated elsewhere will not improve the Meredith quality point ratio.

Corequisites

A corequisite is a supplementary component of a course. Examples include laboratories or practica requirements. Corequisites are listed in the course schedule book. The student must register for corequisites concurrently with the course registration and complete all requirements of each in order to fulfill the graduation requirements of the college. If the student fails either component of the corequisite, she must retake only the one she did not pass. If the student drops either component during the drop/add period, she must drop both components.

Developmental/Remedial Courses

Developmental or remedial courses are offered in some subject areas for students needing additional preparation for college-level work. These courses are numbered lower than 100, are taught for pass/fail grading and do not count in the credit hours earned toward graduation. Developmental/remedial courses are included in a student's semester load, but they do not count in her overall or Meredith average, and they are not included in hours counted for Dean's List. These rules do not apply to applied music (MUA) courses numbered lower than 100, which are taught for credit and do count as hours earned toward graduation.

Academic Recognition and Graduation

Dean's List

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.5 grade point average appear on the list. To qualify for this honor, students must have completed at least 12 credit hours during the semester, including courses at other Cooperating Raleigh Colleges. An F or I grade disqualifies a student for the Dean's List for that semester.

Graduation

Students may graduate in May, August, or December. Seniors who expect to graduate must register their intention in the office of the vice president for academic affairs. Those who plan to graduate in May or August must file by December 1; December graduates file by May 1. Students who plan to complete work at Cooperating Raleigh Colleges in the semester of the desired commencement program must indicate this plan when they file for graduation.

Graduation with Distinction

The degree of Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

A. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.

1. **Meredith credits** — all courses taken at Meredith.
2. **Total credits** — all courses taken at any institution, including Meredith.

B. For students graduating in May 2005 or after, graduation with distinction will be based on achieving the following grade point averages for all work counted toward graduation: 3.5–cum laude; 3.7–magna cum laude; 3.9–summa cum laude. Students graduating May 2005 or after must have a minimum of 62 hours earned at Meredith College to earn distinction.

Commencement

A formal commencement program recognizes those who are receiving a degree from the college. Formal commencement programs are held in May and December; students may participate in only one program for each degree they receive. Only persons who fully meet the requirements for graduation will receive diplomas at a commencement program. Participation in a commencement program (May or December) is open to the following:

- students who have completed the requirements for graduation in the semester prior to graduation (e.g., in December for a May ceremony). August graduates may participate in December or May programs.
- students who have completed the requirements for graduation in the semester of the graduation ceremony.
- students whose graduation registration indicates work at Cooperating Raleigh Colleges is in progress and who will have completed all requirements in the semester of the graduation ceremony. These students will receive only a diploma cover during the ceremony. The diploma will be sent after receipt of official transcript showing successful completion of all course work.

Grading System

A student earns one official semester grade for each course; it may be a letter grade or a pass/fail designation. The course syllabus provides a statement of how the grade is determined, i.e., the assignments and relative weight of each. Although every course and field of study present unique challenges in assessing student performance, instructors refer to the following statements of interpretation when assigning grades.

Letter Grades

A Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements

B Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.

C Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.

D Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.

P Passing of a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.

F Failure which may not be made up by re-examination.

I The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.

N An interim grade assigned when there is no report by the instructor.

Z An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.

W The student withdrew from the course during the withdrawal period which ends two weeks after mid-semester. (For courses lasting less than a full semester, the end of the withdrawal period will be determined by using the same proportion of the shorter period of time, to be determined by the registrar.) After the withdrawal period a W grade will be given only upon medical or emergency withdrawal.

AU The student completed a satisfactory audit.

NA The student did not complete a satisfactory audit.

Pass/Fail Grading

The pass/fail option encourages a student to explore unfamiliar subject matter without serious risk to her grade point average. Course content and requirements for pass/fail registrants are the same as those for students earning letter grades. A grade of P indicates that the student has achieved minimal passing performance in the course.

Some courses are taught only for pass/fail grading. These include all physical education and dance activity courses taken for credit toward fulfillment of general education requirements. (Additional activity courses may be assigned letter grades.). Courses designated Pass/Fail Only are excluded from the following Pass/Fail restrictions:

1. A student may elect to take a total of two courses for pass/fail grading. These courses must be taken during her junior year and/or senior year and may not include any course required for her major, minor, licensure, or general education *(See Item 4 below.)* However, with the department or school's permission, a student may elect to take a seminar in her major for pass/fail grading.
2. Only one such course may be elected during a single semester.
3. A department or school may choose to offer courses for pass/fail grading. These courses will not count as one of the student's two elected pass/fail courses.
4. Physical education and dance activity courses taken for general credit are graded pass/fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass/fail in addition to other pass/fail options.
5. Licensure-only students must take all courses required for licensure (except those offered only as pass/fail) for a grade.

Some departments and majors choose to restrict pass/fail options for seminar courses. Students transferring into a new major will face reassessment of pass/fail credit. Only one course previously taken as pass/fail will apply to the major requirements; others taken pass/fail will be forfeited.

Summer courses taken at another college and transferred to Meredith may be taken for pass-fail if approved in advance by the registrar and the student's academic department.

Students designate pass/fail courses at the time of registration. Changes in grade options must be made within the first 20 days of the semester.

A passing grade in a pass/fail course indicates that the student has performed at the level of D or better. If a P is earned, the credit hours do not count in the total hours attempted. If an F is earned, the credit hours are counted in the hours attempted.

Class Attendance

Class attendance is essential to success in a course. Students are expected to prepare for and attend each class meeting, including conferences and other academic appointments, and to participate fully in the learning process. Instructors may include class attendance in the calculation of the course grade. The effect of class attendance on the grade will be clearly specified in writing by the instructor at the beginning of the course.

Grade Reports

A grade report is issued to the student at her home address shortly after the end of the semester. The student may request an additional copy with a written request to the Office of the Registrar. These requests will be processed as transcript requests.

Quality Point Ratio

The grade report provides a semester quality point ratio and an overall quality point ratio. These averages are calculated by assigning the following numbers to letter grades: A=4, B=3, C=2, D=1. Quality point ratios are calculated by dividing the number of quality points earned by the number of semester hours attempted. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio. For courses taken on a pass/fail basis, a P will not be counted as hours attempted, but an F grade will be calculated in the hours attempted figure.

Grade Appeals

Students should address questions about specific course grades to the instructor of the course. If the questions are not clarified, the student should consult with the department head. Should further information be required, the matter should be reported to the vice president for academic affairs.

Satisfactory Progress, Probation, and Suspension

To continue enrollment at the College, all undergraduate degree candidates are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining, for each semester, the following minimal quality point ratio:

Total Hours Attempted	Minimum Expected Meredith QPR
1-16	1.500
17-25	1.700
26-59	1.800
60-89	1.900
90 and above	2.000

Academic Probation

When a student fails to achieve minimum progress, she will be placed on academic probation for the following semester. A student on probation must conform to the following guidelines the next semester in which she is enrolled:

- register for no more than 14 hours.
- enroll in either ENG 111 or ENG 112 if she has not completed her general education composition requirement.
- attend one study skills workshop during the first week of classes.
- Repeat courses in which a D or F was earned. (Students who attempted 1-16 hours must repeat one such course within the next two semesters enrolled; other students must repeat one such course in the next semester enrolled. Exceptions are granted if the courses are not offered.)

Failure to satisfy all of these requirements will result in a delay of future class registration until the student has presented detailed plans for correcting her academic deficiencies to the director of academic advising.

Suspension

A student on academic probation who does not meet the minimum Meredith quality point ratio at the conclusion of the spring semester will be suspended for the following fall semester. This student will be allowed to make up deficiencies at Meredith during the summer sessions. If her summer work does not raise her Meredith QPR to the minimum standard established for retention (see chart), she will be suspended for one semester. A student on academic probation will not be approved to take summer course work at another college or university.

A suspended student may apply for re-admission and, if readmitted, re-enroll for any subsequent semester if space is available. A re-admitted student is on probation and must raise her Meredith QPR to the minimum standard outlined in the above chart. However, a re-admitted student who makes at least a 2.0 semester QPR during her first semester back will be allowed one additional semester to achieve the required Meredith QPR.

The student has the tight to appeal the academic suspension. She must appeal in writing to the registrar within 10 days of receipt of the notice of suspension. A standing retention committee will hear the appeal. Appeal application forms are available from the registrar. If a student is on academic probation after one or more consecutive semesters of being off, she will be subject to the rules which apply to a first-time probation student.

Leave of Absence

A currently-enrolled student may request from the registrar a leave of absence for up to one year without having to apply for re-admission as long as she is in good academic, social, and financial standing at Meredith and has turned in her Meredith laptop computer and all of its associated equipment. Students on financial aid should confer with the Financial Assistance office before applying for a leave. Except in an emergency situation, the leave of absence must be requested in writing prior to departure from the College and no later than the last day of classes if she does not plan to complete her current semester.

If a student should decide to take college work elsewhere while on a leave, she must apply for visitation credit through the Office of the Registrar at Meredith. A student on leave of absence who does not re-enroll within the allotted leave time will be officially withdrawn from the College. After any withdrawal or non-compliance with the leave policy, a student must follow the re-admission procedure.

A student is in good academic standing if she will not be on academic probation at the end of the term in which she applied for the leave of absence. She is in good social standing if she is not on social probation and if there is no honor council case pending that would involve probation, suspension, or expulsion. To be in good financial standing, a student must have paid all tuition, fees, and other charges in the accounting office.

A student forfeits her right to any adjustment to her tuition account if she does not apply for a leave of absence within 60 days of her last day of class attendance.

Withdrawal

Students who leave the college without completing their academic program may be granted an honorable dismissal and appropriate financial adjustments by following the college's withdrawal procedure. Withdrawal is processed by the following offices:

Traditional age students	Dean of Students Office
23+ undergraduates	23+ Office
Licensure only students	School of Education
Special students	Office of the Registrar

Students must withdraw within 60 days of last class attendance or no later than the last day of class of the last semester enrolled.

Academic Records

The Office of the Registrar serves as the repository of academic records for the college.

Enrollment Verification

Students may request enrollment verification by contacting the Student Clearinghouse. They can be reached at (703) 742-4200 from 8:30 am until 5:15 pm EST, by fax at (703) 742-7792, by email to **service@studentclearinghouse.org**, or on the Web at **www.studentclearinghouse.org.**

Transcripts

Transcript requests must be made in writing by the student to the Office of the Registrar, Meredith College, 3800 Hillsborough St, Raleigh, NC 27607. The graduation and lifetime transcript fee allows up to ten transcripts per order, with an additional $5.00 charge per additional transcript.

Name and Address Changes

Name and address changes should be reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

Academic Enhancements

Academic programs and majors at Meredith are enhanced by a number of experiences, resources, and specialized programs which reflect both tradition and change. Students are encouraged to enrich their course of study by taking advantage of the options most suited to their goals, strengths, and aspirations.

Undergraduate Research

Faculty/student research partnerships and the nurturing of individual talents have defined the Meredith educational experience since the founding of the college. In recent years expanded resources and support have become available for research and creative endeavors across the curriculum. The Office of Undergraduate Research sponsors projects and events that profile student achievement and extend opportunities for students in specific careers and graduate study. Students in all areas are encouraged to present their work at conferences, submit to undergraduate research publications, and participate in the annual Celebrating Student Achievement event on campus.

Students in all academic programs may earn course credit for approved research work. Academic advisers and faculty who share a student's interest can offer further information and guidance.

Study Abroad

As commerce, education, and American life are increasingly touched by cultures beyond our borders, global awareness becomes not an extra but a necessity. Meredith Study Abroad programs combine the closeness of the college community with immersion in the language, history, and contemporary life of European cities and destinations further afield.

Summer Abroad Opportunities

Meredith Abroad in Italy, Switzerland and England

Each summer the College offers a course of study in selected foreign countries (currently Italy, Switzerland and England) whereby a student may earn 12 semester hours of college credit at approximately the same cost as a semester on campus. The curriculum changes each summer. Both general education courses and upper-division courses are regularly offered. Many disciplines also provide special studies options. Students may elect to do either the continental or UK portion of the program — or both.

Meredith Abroad in Seville, Spain

Each summer the department offers a Spanish language and culture program in Spain (currently Seville). Students take two courses, living with local families while they study and learn.

Meredith Fashion Abroad in Paris, France

Each summer fashion merchandising and design students can study at Paris American Academy, learning from leaders in the field about every aspect of the fashion industry.

Meredith Art Travel/Study Programs — Abroad and at Home

Each summer the Art Department offers a travel/study opportunity. Destinations include Italy, the Southwestern United States, and various other locations that offer a rich, visual art environment. The art programs are distinguished by their small group size, the common interests of those who participate, and intense immersion in art and culture.

Meredith Abroad — Special Summer Opportunities

Short-term international studies programs are offered regularly in various disciplines. Options for foreign language study have included summer programs in Belgium, France, Germany, Mexico and Spain.

In the past, the Department of Biology has sponsored programs in arctic Russia and Belize; the Department of History and Politics, a program in China; and the School of Education, a program in New Zealand. The School of Business has sponsored programs in the United Kingdom as well as Denmark. Both DIS and the School for Field Studies *(see below)* offer summer programs.

Semester and Year Abroad Opportunities

Semester/Year in U.K., Ireland, and Australia

Meredith students regularly study in universities in England, Ireland, Scotland, and Australia. Recent U.K. locales include Aberdeen, Bristol, Edinburgh, London, and Nottingham. Dublin is our principal Irish site. New South Wales attracts most Meredith students who study in Australia.

Semester/Year in Madrid, Spain

Advanced Spanish students may apply for study at the Universitas Nebrissensis in Madrid, Spain, through the Department of Foreign Languages and Literatures.

Semester/Year in Angers, France.

Advanced French students may apply for study at the Universite Catholique de l'Ouest in Angers, France, through the Department of Foreign Languages and Literatures.

Semester /Year in Hong Kong

Meredith is a partner institution of Hong Kong Baptist University, a premier institution. Appropriate for most majors, this university provides an ideal setting for international business majors.

Semester/Year in People's Republic of China

Meredith is a member of SASASAAS, a consortium that sends students to China each semester to study Chinese language and culture.

Semester/Year with the School for Field Studies

Meredith's affiliation with the School for Field Studies allows interested students to do original research in environmental studies in Kenya, British West Indies, Canada, and Mexico.

Semester/Year at St. Clare's in Oxford

St. Clare's Liberal Arts Program serves well Meredith students wishing a challenging program featuring small classes in a rich locale. Prospective teachers may do internship.

Semester/Year in Copenhagen

Meredith's partnership with DIS allows students of child development, education, interior design, and business to study in a cutting edge program.

Semester/Year in Nogales, Mexico and Tucson, Arizona

BorderLinks provides students with a unique opportunity to study the Border that separates and connects Mexico and the United States. Students study Spanish theology, Mexican history, art and culture in this program, which provides the opportunity for homestays in Nogales.

Individually-Tailored Semesters

The director of Study Abroad works individually with students interested in studying in countries in which we do not have programs. Meredith students have recently enrolled in universities in Argentina, Australia, Costa Rica, Germany, Greece, India, Kenya, New Zealand, and South Africa.

Off-Campus Programs

Drew University United Nations or London Program

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as many as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History and Politics.

American University

Through an arrangement with American University in Washington, D.C., students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of International Relations and American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History and Politics.

The Washington Center

Teaching Fellows are offered an opportunity to participate in an academic seminar through the Washington Center in Washington, D.C. The center offers unique opportunities for college students to enhance and develop their professional and academic skills and civic awareness.

Any Teaching Fellow who wishes to participate in activities through the Washington Center should see the director of the Teaching Fellows Program.

Marymount Manhattan College

Through an arrangement with Marymount Manhattan College in New York City, qualified students may visit this college for one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her adviser. Further information concerning the Marymount program may be obtained from the Director of International Studies.

The Honors Program

Gifted, ambitious students find challenge and community in the Meredith College Honors Program. The college actively recruits honors students and offers the rigorous and relevant academic experiences that such students expect. Through common course work and individualized study and research, honors students acquire an intellectual foundation as they explore subject areas of interest.

Honors students are assigned to academic advisers well aquainted with the program and its requirements. Honors students' work is often featured in research presentations on campus, and they participate in numerous off-campus cultural events and weekend honors trips. Upon graduation those who complete the program's requirements are recognized as Honors Scholars.

Accomplished applicants are invited to the Honors Program at the time of admission to the College. Students with outstanding academic performance in the fall semester are also invited to participate in the program. Interested students—traditional, transfer, and 23⁺— should contact the honors director.

The Honors Curriculum

The four-year honors curriculum of 28 credit hours represents about one-fourth of the total number of hours required of all students for graduation at Meredith. The curriculum, which is designed to fit well with a student's general education and major requirements, includes courses that expose the student to the breadth of human knowledge as well as in-depth study in selected fields. Meredith faculty compete for opportunities to teach honors courses; course topics reflect the highest accomplishment in research, creativity and thought at the college. The program includes the following components: *(See table, below.)*

Satisfactory Progress in Honors

A student is expected to take honors work each year. Typically honors students take the honors writing course, laboratory science and one colloquium or electivee during the first year. Retention in the program requires a minimum grade point average of 3.250. Students who complete all honors requirements and maintain a 3.250 grade point average are recognized at graduation as Honors Scholars. The student's transcript reflects this distinction and notes each honors course completed.

Teaching Fellows Program

The Teaching Fellows Program offers talented North Carolina students who choose teaching as a first career option the unique opportunity to participate in a uniquely designed program. Meredith Teaching Fellows participate in honors courses, including the honors thesis in the senior year, Focus on Excellence cul-

Honor Requirement	Credits	Description/Comments
Honors writing course	3	*Recommended for first year; builds community as well as skills of honors students. Fulfills ENG111 requirement*
Honors laboratory science	4	*Recommended for first year; courses available in biology, chemistry, physics. Fulfills scientific literacy credit.*
Honors colloquia	6	*Interdisciplinary, team-taught explorations of a topic. Will meet general education fields of knowledge requirements.*
Honors in the major field	6	*May be fulfilled with honors courses, contractual work for honors credit in regular courses, independent study, or honors colloquia beyond the required 6 credits*
Honors electives	6	*Reflect student interests, may include honors courses, colloquia, contract work in regular courses, or independent study. May count toward general education or other degree requirements.*
Honors thesis	3	*Senior level project appropriate to major discipline (written thesis, laboratory research, performance). Should reflect scope of intellectual development.*

tural activities, field trips and a study abroad program. Students may select from a range of established study abroad options. This required component of the Teaching Fellows Program costs the same as a semester on campus.

Students are selected as Teaching Fellows through a statewide competition coordinated by the North Carolina Teaching Fellows Commission. Winners in the competition who enroll at Meredith receive a scholarship/loan award from the State of North Carolina, as well as a scholarship from Meredith.

Focus on Careers

Pre-Professional Opportunities

A number of career fields require that students complete a four-year degree and then enter a professional or graduate program. Meredith students may plan programs of study that prepare for further study in such areas as art therapy, dentistry, journalism, law, library science, medical technology, medicine, pharmacy, research, merchandising, nutrition, special education, teaching, and theology. Academic advisers can direct interested students to the appropriate campus resources.

Pre-Health Professions

Students planning careers in the health professions such as medicine, dentistry, physician assistant, physical therapy, and nursing should carefully plan their academic schedules. There is no prescribed major for the health professions-any recognized college major is acceptable. However, each professional school in the health fields has specific admission requirements in science. All professional schools in health care are looking for a record of superior achievement.

Preparing for a career in health care entails commitments beyond standard academic course work. Up to 1000 hours of clinical experience is necessary for admission to specific programs such as physician assistant. Scheduling during the undergraduate years at Meredith should include consideration of obtaining clinical experience. Appropriate clinical experience requires certification in a health care area such as CNA, EMT, or phlebotomy.

Dr. Francie Cuffney, Associate Professor of Biology and Health Sciences, is the coordinator for pre-health professions advising. Students should keep in contact with Dr. Cuffney throughout their academic career, no matter what their chosen major. Advisors will work with students to insure admission requirements are met as well as guide them through the application process for the various graduate and professional programs.

Pre-Law

Students intending to go to Law School should plan their academic program at Meredith to emphasize writing, speaking, understanding of human institutions and values in connection with law, and analytical reasoning. Law Schools do not prescribe a specific program or major but insist on a broad background in the liberal arts with an emphasis on courses which will help students develop the skills listed.

Because entrance requirements differ among law schools, prospective law students should obtain information from the law schools they expect to apply to as early as possible. Students should be aware that successful completion of the Law School Admission Test (LSAT) is a requirement for admission to most law schools.

Dr. Clyde Frazier, Professor in Political Science, is the coordinator for pre-law advising. Students should contact Dr. Frazier for additional information on pre-law.

Professional Writing and Presentation Media

Coordinated by the Department of English, the minor in Professional Writing and Presentation Media is an 18-hour interdisciplinary program open to all students. Courses in graphic design, advanced composition, and speech may be combined with electives in art, creative writing, journalism, business, and computer information science. A student enrolled in the minor is encouraged to complete an internship related to her communication interests and career goals. *Requirements for this program appear on page 86.*

Criminal Justice

The Criminal Justice Studies minor at Meredith provides education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy, and pertinent social and historical forces are included. Students may complete the minor as an accompaniment to any major. The Criminal Justice Studies minor will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. The Sociology and Political Studies programs coordinate this program. *Requirements appear on page 93.*

Experiential Learning

Students are encouraged to explore career possibilities through internships and cooperative education opportunities. Both may be taken for course credit, and some placements offer stipends as well. The Career Center directs the Cooperative Education program, and individual departments can arrange and supervise internships. These and other types of experiential learning—student teaching, study abroad, undergraduate research, reflection leadership and service learning—fulfill general education program requirements.

Post-Baccalaureate Dietetic Internship

The Dietetic Internship builds on the academic preparation of Didactic Programs in Dietetics which provides the knowledge requirements in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the American Dietetic Association. The program, which runs from August to May of each year, includes 35 hours per week in supervised clinical work settings and prepares men and women to sit for the Registered Dietitian's examination. A DI may be done either before or after a Masters of Science in Nutrition.

Paralegal Program

During the past two decades, paralegals have become increasingly visible and valued members of the legal profession. Although paralegals cannot independently give legal advice to clients, represent clients in court, accept a case or set a fee, they have earned key roles in the legal services team, performing substantive legal work delegated by attorneys.

The Meredith Paralegal Program is a professional certificate program for women or men who have earned a bachelor's degree in any major. Established in 1979, the program is approved by the American Bar Association. The program can be completed in the evening over two semesters or in one intensive semester.

Training as a paralegal focuses on legal principles and skills which can be transferred to many other occupational settings or serve as a foundation for law school. Classes are taught by experienced local attorneys and paralegals with a focus on practical skills, enabling graduates to be effective the first day on the job. Internships complement classroom instruction and often lead to career opportunities.

A strong emphasis on legal research, writing and analytical skills provides a solid foundation for later transition to law school and further career development. Two of the core courses in the curriculum, Legal Survey and Legal Research, are offered for undergraduate credit through the Department of History and Politics and are recommended for students considering entering the paralegal profession or entering law school.

Paralegal Program graduates enjoy a wide variety of employment opportunities. Most work in private law firms, while others are employed in corporate legal departments, banks, and government agencies. Graduates have successfully translated their legal skills and experience to such fields as human resources, trust and estate administration, municipal administrations, purchasing and property management. More than 85% of the program's graduates find employment within three months of completing their studies.

Admission is competitive and based on the applicant's undergraduate and other relevant performance and potential for future success in the program and in the paralegal field. Further information is available at 760-2855, or on our website at: **www.meredith.edu/legal/**.

Interdisciplinary Opportunities

Academic disciplines often intersect with one another as they explore common topics and issues. Interdisciplinary programs highlight methodologies and underlying assumptions as they pose complex questions and challenges to students and faculty. Meredith offers interdisciplinary minors in Women's Studies, Medieval/Renaissance Studies and Cross-Cultural Skills. Approved courses in general education and major fields may be used to earn these minors.

Women's Studies Minor

Understanding gender perspectives and women's issues can bring focus to any course of study—from economics to physical education—just as nearly every profession today acknowledges gender in some significant way. From communication and education to consumer practices and health issues, sex and gender receive attention through corporate decision-making, public policy and family dynamics. The 21-credit Women's Studies minor integrates the study of women's lives with the general curriculum to heighten awareness of women's issues in sexual, cultural, racial, ethnic, and theoretical dimensions. *Students planning careers in law, medicine, business, public policy, social service, education or any post-graduate academic field will enhance their credentials with this minor. Requirements appear on pages 109–110.*

Medieval and Renaissance Studies Minor

Enduring questions about humanity often arise from great moments in history and culture. Centuries after the deaths of Shakespeare, Galileo, Michelangelo and de Vinci, scholars in the humanities, the sciences and fine arts continue to wonder what influences led civilization from medieval piety and armor to the confidence and curiosity associated with the Renaissance. Students pursuing the Medieval and Renaissance Studies minor at Meredith join in these and related discussions in an 18-credit sequence of interdisciplinary courses, including opportunities for research and study abroad. *Requirements appear on page 151.*

Cross-cultural Skills Minor

Students in any discipline or major can prepare to live or work overseas by completing this skill-oriented minor. Students plan an individualized course of study in consultation with the director of Study Abroad. *Requirements are listed on pages 70–71*

Center for Women in the Arts

The Meredith Center for Women in the Arts presents performances, lectures, exhibits and concerts by noted professionals, faculty and students that are open to the general public. The express purpose of programming is to explore artistic boundaries, create interdisciplinary intersections, examine thought-provoking content and utilize the arts to explicate issues. The mission of the center is to provide a venue dedicated to artistic excellence and intellectual rigor as a public service to Meredith and the greater community. Thus, the Center for Women in the Arts logo, which appears on all sponsored events, represents a commitment to quality programming as an aesthetic educational process.

The presence of the Center for Women in the Arts helps contribute to a campus environment that actively supports the pursuit of a career in visual art, dance, theatre, music or creative writing. Excellent campus facilities are extended by the close proximity of the North Carolina Museum of Art, North Carolina Symphony and a host of professional dance and theatre and music companies, art galleries and design firms. Internship opportunities abound, offering students applied experience in their chosen discipline as well as valuable contacts.

Academic Support Services

Learning Center

The Learning Center offers Meredith students one-on-one tutoring in biology, writing, grammar, foreign languages, and mathematics. It is a free service offered to all students. While the center is administered by two professionals, the tutors themselves are gifted, knowledgeable, and friendly students who have been trained to work with their peers. The Center has reference books and self-help exercises in grammar and mathematics. The staff are glad to answer questions about word processing, library research, and speech writing and delivery. To make an appointment, sign up outside the center in 122 Jones Hall, call x2800 or make an appointment online at **www.meredith.edu/learn**.

Carlyle Campbell Library

The Carlyle Campbell Library is the academic heart of the College and a center for intellectual exchange. Library staff are eager to help students, faculty, and staff examine research topics and make the best possible use of available resources. In support of research the Library's holdings include more than 150,000 volumes, 6,100 videos, and 7,200 musical scores. Also available are online, full-text versions of articles from thousands of academic periodicals. Electronic databases and indexes are accessible anywhere on campus. Off campus access is also possible with the use of a password. The Library also maintains the College Archives, material related to the history and people of the College.

To enhance the exchange of ideas and the pursuit of research endeavors, the library provides both individual and group study areas. The LINC Center on the ground floor has 15 computers, printers, and a scanner. Also available in the Library are video viewing stations and music listening stations.

The Reference Department assists the Meredith community with research. Librarians staff the main floor Information Desk during most Library hours and offer group instruction for classes in all disciplines. Reference Librarians will help locate material wherever it is – Meredith or worldwide. They can arrange borrowing privileges with Cooperating Raleigh College libraries.

The Library's Media Services Department provides media and instructional equipment, training, and support. Data projectors, sound systems, and video cameras may be requested for use on campus. Media Services staff support video production and presentations for the college. Media Services also manages Meredith Cable Television, which broadcasts international news, foreign language programming, videos, campus announcements and instructional materials.

The Music Library, located in Wainwright Music Building, houses an extensive collection of scores, musical recordings, and instructional materials. The Listening Room contains compact disc players, tape decks, and turntables for individual listening. Study areas are also available in the Music Library.

Technology Services

Over the past three years the Meredith Technology Initiative has greatly expanded the college's technological capabilities, both in academic support and campus communication. The Technology Services Department employs professionals with expertise in networking, hardware and software support, voice communication, and instruction.

Meredith maintains wired and wireless networks, numerous general use and specialized computer labs, and an online instructional package called Blackboard. All Meredith students are given email accounts. Incoming full-time freshmen receive IBM laptop computers and wireless network cards; these machines are refreshed during the junior year and given to qualifying students at graduation. Technology Services staff maintain and support these computers and other campus technology applications with phone in, walk-in, or email services. In addition, there are students trained as technical assistants living in the residence halls. Instruction in hardware and software is scheduled during fall orientation and throughout the academic year. For locations of computer labs, visit **www.meredith.edu/techserv/**.

Disability Services

Disability counselors in the Counseling Center provide, arrange, and coordinate accommodations for students in courses, programs, services, activities, and facilities. The staff maintains disability-related documents, certifies eligibility for services, determines reasonable accommodations and develops plans for the provision of such accommodations for students with disabilities.

Meredith College's goal is to create an accessible community where people are judged on their abilities, not their disabilities. The staff strives to provide individuals with the tools by which they can better accomplish their educational goals.

In post-secondary settings, it is the student's responsibility to request accommodations, if desired. Students are encouraged to contact the Disability Services office at 760-8427 or **disabilityservices@meredith.edu** for an appointment. It is important to remember that not every student with a disability needs an accommodation. It is equally important to remember that even though two individuals may have the same disability, they may require different accommodations.

Academic Programs

Through its strong general education program integrated with study in depth in a major, Meredith College provides undergraduate academic programs that show our commitment to the liberal arts and professional studies as a preparation for life, for careers, for graduate studies, and for engaged leadership. The undergraduate and graduate programs at Meredith College are administered through six schools in which departments are organized for disciplinary and interdisciplinary learning. The six schools are organized as follows:

- **School of the Arts:** Department of Art, Department of Dance and Theatre, Department of Music.
- **School of Business.**
- **School of Education.**
- **School of Health and Human Sciences:** Department of Health, Exercise and Sports Science, Department of Human Environmental Sciences.
- **School of Humanities and Social Sciences:** Department of Communication, Department of English, Department of Foreign Languages and Literatures, Department of History and Politics, Department of Psychology, Department of Religion and Philosophy, Department of Sociology and Social Work.
- **School of Natural and Mathematical Sciences:** Department of Biology and Health Sciences, Department of Chemistry, Physics and Geosciences, Department of Mathematics and Computer Science.

Meredith's general education curriculum, entitled "Making Connections — Making a Difference," describes the active and relevant learning experiences offered to Meredith students, not only in general education courses, but in all academic programs. This recently revised curriculum and the extensive contemplations that led to its creation recognize rich traditions in a Meredith education as well as new directions in intellectual involvement, commitment to community, and personal growth.

General Education: Making Connections — Making a Difference

All degree candidates entering Meredith in Fall 2003 or later will follow the general education requirements published here. The program encourages students to become responsible for their own learning, to serve their communities through civic engagement, and to make a commitment to lifelong learning. Through a series of courses emphasizing knowledge, skills, and examination of values, students work toward the following goals:

- **Gain knowledge of self, others, and the world** through courses in many academic disciplines
- **Think critically, quantitatively, and creatively** by applying analytical, interpretive, and expressive skills
- **Communicate effectively** as a listener, speaker, writer, and researcher
- **Participate responsibly and ethically in society, the global community, and the natural world** by applying knowledge and skills toward new understandings of self and others
- **Develop a broad and discerning understanding of the richness of artistic expression and creative imagination** through immersion in aesthetic experiences and study of artistic influences upon culture
- **Develop a thoughtful awareness of the spiritual dimension of human experience** by reflecting upon one's place in the whole of reality and viewing one's spirituality in the context of the world's religions and philosophies.
- **Lead physically active, health-enhancing lives** that result in wellness behaviors.
- **Develop an understanding of the complexity of knowledge and a desire to engage in lifelong learning** by applying knowledge, skills, and new understandings to all dimensions of life.

Information about each department and the majors and minors within them begins on page 57.

General Education Requirements

Requirement	Credits	Comments
CORE 100 The Context of Culture	4	Common course with experiential learning component
CORE 200 Cultural Connections	variable	Fulfilled by an approved study abroad option OR by a two-course linked learning community which also fulfills requirements in general education, the major, or both.
CORE 400 Global Perspectives	3	A senior level inquiry-based course
ENG 111 Principles of Writing	3	Eng 111 must be passed with a "C" or better.
ENG200 Texts and Contexts	3	
HIS101 or 102Western Civilization or HIS103 Modern World History	3	Choose one of three courses.
REL101, 102, 103, 104 or 105 Religion	3	Choose one of five courses.
Fields of Knowledge		
Each semester's course schedule will include a listing of applicable courses in the areas, below.		
Data Analysis, Abstract Reasoning, and Problem Solving		
Mathematics	3	
Quantitative elective	3	Any Mathematics course or approved courses in other disciplines. Options posted on the General Education web site
World Cultures and Languages		
Foreign language competency	variable–caps at 12	Determined by a competency test in the chosen language. Language courses may be needed as preparation for test.
Literature elective	3	English and Foreign Language literature courses, as well as approved courses in other disciplines. Options posted on the General Education web site.
Cultural Perspectives elective	3	Many courses in a variety of disciplines, including the arts, communication, foreign language, history philosophy, religion, etc. Options posted on the General Education web site.
Scientific Literacy		
Laboratory science	4	
Science in Society elective	3	Many courses in the natural sciences. Options posted on the General Education web site
Social and Behavioral Sciences	6	Many courses in a variety of disciplines, including Communication, Political Science, Psychology, Sociology, etc. Options posted on the General Education web site.
Aesthetics and the Arts		
Art, Dance, Music or Theatre	3	
Health and Physical Learning	3–4	
Four activity courses OR three activity courses and one health course		
Threads		
		Noted in course schedule by initials indicated below. Not every section of a course will fulfill the thread. May be fulfilled simultaneously with other Gen Ed requirements.
Writing (WI)	2 courses	
Ethics (EI)	1 course	
Oral Communication (OC)	1 course	
Information retrieval (IR)	1 course	
Independent and Experiential Learning		
Convocation/cultural events	12	See your academic adviser or the Office of General Education for tracking sheets and procedures
Internship, research, service learning, student teaching, study abroad or approved alternative	1	Experiences or courses designated and approved posted on the General Education website.
Competency		
Fundamental computer skills		Competency by assessment. See academic adviser for details.
Total	51–67	Variable, depending upon student's choices and competency.

**Variable credit determined by the combination of courses taken. If two Fields of Knowledge courses are used for this requirement, no additional credits accrue or are necessary to fulfill this requirement.*

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American Civilization . . . 92
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Art Education . . . 58
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C

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Communication . . . 70
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Computer Science . . . 99
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E

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G

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Geography . . . 69
German . . . 87
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H

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N

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Theatre . . . 73

U — W

Women's Studies . . . 109

ART

Professor Fitz-Simons, Head; Professor Bailey; Associate Professors Banker, Mulvaney and Terry; Assistant Professors Fine, Hayes, Ligon, Pearce and Johnstone; Adjuncts Beatty, Boyles, Hill, Lewis, Roth, Reuer, M. Scherr, S. Scherr, Springer, Stair, Stewart; Emerita Greenberg, Short.

The student who studies art at Meredith learns to function creatively through a variety of experiences to gain an understanding of the artistic process and human culture. The student is strongly encouraged to begin the program the first semester of her freshman year.

To receive transfer credit, students must get approval from the department head and have a portfolio review. Any course taken more than five years ago must be repeated. Students who wish to appeal this policy may ask to take an exit exam for the course(s) in question.

Art majors complete a core curriculum of 22-24 credit hours. Concentrations, which offer greater depth in a specialized area, are offered in studio art, art history, graphic design and art education. Internships are available and encouraged in all concentrations. Through independent research courses, arranged with individual faculty members, a student may add even greater depth to her program in a particular area of interest. Contract majors in art management and art history may also be arranged through the department head and appropriate faculty. Design and history courses in interior design and fashion design are cross-listed as art courses and may be used as electives to plan specialized concentrations in art. A Pre-Art Therapy major is offered in conjunction with the Psychology Department.

The Art Department accepts AP credit in both art history and studio art with a score of three or above. AP Studies credit is awarded as general studies elective credit and does not meet specific course requirements unless the student requests an AP portfolio review. Portfolio review for possible waiver of entry level studio classes is available for the prospective student with art experience gained through her own life initiatives.

The Art Department offers classes scheduled at night on a rotating basis so that the student with daytime commitments can complete most of the core curriculum requirements for a major. If space is available, the non-degree student can enroll in any art class through the Community Outreach office if required pre-requisites have been met. Contact the Art Department for further information for all of these policies.

The **mission** of the Meredith College Art Department is to provide a challenging, enriching and supportive environment for the artistic and intellectual growth of our students as individuals.

The **purpose** of the Department of Art is to provide a visual arts program which

- supports the fine arts and humanities component of the general education requirements and makes connections across disciplines;
- offers a major in the visual arts based on a core curriculum of shared studio art and art history experiences;
- offers studio, art history, graphic design, and art education concentrations for the art major;
- offers a Pre-Art Therapy major program in conjunction with the Psychology Department;
- offers preparation for teacher licensure in art K-12;
- encourages individual reflection as inseparable from production;
- offers individualized instruction;
- maintains an extensive exhibition program for instructional purposes and as a link with the greater community;
- encourages student involvement in art beyond the Meredith community through community service, internships, travel, participation in shows and arts organizations; and
- guides career choices based on individual strengths and interests.

A goal implicit in the statement of purpose above relates directly to the stated purpose of Meredith College: to provide a broad curriculum with beginning level courses open to all students. The art major may elect to add a concentration for greater depth in a specialized area within the liberal arts framework. As a department, we want to maintain the quality of our students through recruiting efforts, by continually strengthening the content of our courses and by graduating students who believe their Meredith education could not be equaled by other schools. The key to achieving this aim is to provide unique and challenging opportunities for learning. Small class size is critical. There are opportunities for study abroad, internships, interaction with artists-in-residence and speakers, and travel to art centers and museums. Our most important goal is to help each student find value and voice through her own means of expression. Therefore, the program in visual arts has individualized instruction as its core philosophy, reflecting concern for the total person.

Objectives of the Art Department

A student taking a class in the visual arts program will

- demonstrate competence in understanding concepts and acquiring skills germane to the class;
- be exposed to the artistic production, philosophy and cultural context of creative people in diverse cultures;
- apply skills and concepts to creative problem solving with an emphasis on original thinking in problem resolution;
- participate in the assessment of her own work, that of others in the class, and that of professionals;
- recognize the importance of visual literacy and the visual legacy to humankind past, present, and future;
- develop visual observation skills; and
- synthesize and apply information from many disciplines while seeking creative solutions to problems.

A major in the Art Department, in addition to the objectives above, will

- demonstrate an individual voice through a culminating exhibit, portfolio, or research project;

- attain highly developed visual observation skills; and
- articulate orally and through writing original thoughts about art, the individual and society (past, present, future).

Concentrations in Art

The **Studio Art Concentration** is designed for the student who intends to pursue the creation of visual art as a profession. The concentration provides preparation for graduate school or for many entry level art positions. The student should begin the concentration the first semester of the freshman year in order to avoid delays in graduation and allow time for one or more internships.

The **Graphic Design Concentration** combines a background in traditional art concepts with computer design skills. The program is structured to help the student produce a professional portfolio that will allow her to pursue a position in graphic design or entrance into a graduate design program. Internships are strongly encouraged as a vital component of the graphic education process.

The **Art History Concentration** is designed for students who wish to pursue careers for which the major qualification is the knowledge and understanding of art history. The program provides preparation for graduate school or employment in various positions that focus on the management of art: museums, community-based arts organizations or commercial arts enterprises. Foreign language competency at an advanced level is recommended, especially if graduate study in art history is anticipated.

The **Art Education Licensure Concentration** is designed for those students who wish to teach art as a profession. The college offers a program leading to K-12 art licensure in conjunction with the School of Education. Ideally, the student should begin the program during the freshman year to accommodate the course requirements in both areas.

The **Pre-Art Therapy major** is a pre-professional program designed to prepare the student for graduate study in Art Therapy. The student interested in this area needs to have an excellent academic record to be a viable graduate school candidate. The student must demonstrate proficiency in both studio art and psychology courses. A culminating project is strongly encouraged.

Majors in Art and Pre-Art Therapy

Art

The Core Curriculum 22-24 hours

ART 100 Theory and Practice of Visual Arts	2
ART 101 Drawing	3
ART 105 2-D Design	3
ART 206 Color Theory	3
ART 221 Art History Survey	3
ART 324 Modern Art	3
ART 222 Art History Survey II	3
ART 494 Senior Project	1–3
ART 495 Portfolio Photography	1

Studio Art Concentration 48-50 hours

The Core Curriculum	22–24
Art History Elective	3
ART 201 Drawing II	3
ART 207 3-D Design	3
ART 493 Senior Seminar	2
Electives chosen from approved studio art courses	15

Graphic Design Concentration 58-59 hours

The Core Curriculum	22–24
ART 140 Intro to Graphic Communication	3
ART 130 Photography I	3
ART 245 Typography	3
ART 246 Typography Lab	2
ART 248 Techniques of Illustration I	3
ART 342 Digital Imaging	3
ART 394 Graphic Design Studio	9
ART 404 Book Design	2
Electives chosen from the following	4

  - ART 201 Drawing I (3)
  - ART 103 Computer Drawing (1)
  - ART 104 Oak Leaves (1)
  - ART 270 Fibers (3)
  - ART 230 Photography II (3)
  - ART 330 Photographic Techniques & Processes (3)
  - ART 350 Printmaking I (3)
  - ART 348 Techniques of Illustration II (3)
  - ART 404 Book Design (2)
  - ART 920 Directed Independent Study (1-3)
  - ART 930 Community Internship (1-3)
  - CIS 154 Creating Pages for the WWW (P/F) (1)
  - Approved Advanced Web Design Elective (2-3)

Art History Concentration 49-50 hours

The Core Curriculum	24
ART 207 Three Dimensional Design	3
Art History beyond the core	12
Electives approved by faculty adviser	9

Foreign language competency at an advanced level is recommended, especially if graduate study in art history is anticipated.

Three hours of history above the 100 level are also recommended. Other guided electives may be chosen.

Art Education Licensure Concentration 78-79 hours

The Core Curriculum	22-24
Art History Elective	3
ART 201 Drawing II	3
ART 207 3-D Design	3
ART 210 Painting I	3
ART 160 Ceramics I	3
ART 365 Sculpture	3
ART 270 Fiber or 275 Metals	3
ART 350 Printmaking	3
ART 734 Elementary School Methods	3
ART 735 Middle School Methods	3
ART 736 High School Methods	3
EDU 232 Foundations	3
EDU 234 Ed Psych	3

PSY 210 or PSY 310 Developmental	3
PSY 312 Exceptional	3
SOC 335 Race and Ethnic Relations	3
EDU 439 Student Teaching	6
EDU 441 Audio/Visual	1
EDU 471 Reading	1

Pre-Art Therapy

Pre-Art Therapy 49 hours

ART 101 Drawing I	3
ART 105 Two-Dimensional Design	3
ART 206 Color Theory	3
ART 210 Painting I	3
ART 260 Ceramics I	3
ART 734 Theory & Methods Art Pre-K-5	3
ART 735 T & M Art in Middle Sch 6-8	3
ART 736 T & M Art in High Sch 9-12	3
PSY 100 Intro to Psychology	3
PSY 200 Statistical Methods in Psych	3
PSY 210 Life Span Developmental or PSY 310 Psych of Children and Adolescents	3
PSY 300 Research Methods in Psychology	4
PSY 312 Psych of Exceptional Individual	3
PSY 320 Abnormal Psychology	3
PSY 332 Perception	3
PSY 420 Theories of Personality	3

Minor in Art 21 hours

ART 101 Beginning Drawing I	3
ART 105 Basic 2-D Design	3
Art History Survey I or II	3
Area of Specialization in upper level courses (200 and above)	6
Art electives	6

— *For Art classes, see pages 112– 116.*

BIOLOGY AND HEALTH SCIENCES

Professor Mecham, Head; Professors Grimes, Reid, Swab; Associate Professors Cuffney, Wolfinger; Adjuncts Barb, Crumpler, Engell, Heise, Tully, Wanigasekera

Biology and Health Sciences meets the needs of Meredith's liberal arts students by providing introductory and upper level courses that prepare non-majors to become more knowledgeably involved in science issues facing society. The department prepares majors and minors for success in graduate school, professional programs, and employment in wide ranging areas within the biological and health sciences. Biology courses at all levels provide opportunities for in-depth exposure to many areas of the biological sciences, for fostering skills in using the scientific process through investigative work, and for enhancing creative learning.

Goals of the Department are as follows:

- to provide a learning environment fostering growth of all students in scientific literacy and analytical abilities,
- to provide in introductory courses a basis for biological literacy in today's world, and the biological foundation for upper level courses,
- to provide a knowledge base for relating biology to the physical sciences, nutrition, and other disciplines,
- to provide through the various sequences of advanced courses an educational environment where content and rigor prepare majors and minors with the background for continued success beyond Meredith,
- to provide, through advising, academic and experiential programs tailored to meet the individual needs of our students.

Environmental Studies is an interdisciplinary major that prepares students to confront one of the major issues of the present and future: the management of Earth in order to sustain its biological diversity with minimal environmental degradation due to human activity. To achieve the objectives of the major, students will

- be knowledgeable about the relationship between humans and the environment;
- gain a general knowledge of biological, chemical, and physical principles as they relate to environmental processes;
- have a working knowledge of biological diversity;
- have a general knowledge of geochemical, geological, and meteorological principles; and
- be able to relate environmental scientific principles to human values of justice, global awareness, service, and societal policies.

Career Directions

Biology and Health Science majors are prepared for careers in laboratory or field work, research, teaching, government service or advanced education.

The **Health Science concentration** will help prepare students for medical, dental, pharmacy, or veterinary school. It also provides a strong basis for life and health science careers such as physician assistant, physical therapy, and nursing.

The **Environmental Science concentration** and the Environmental Studies major offer numerous job opportunities: teaching and curriculum development; research, opportunities with non-profit organizations; field work in natural areas; positions in recreation, environmental consulting, technical writing, policy making, or waste management.

The **Molecular Biology concentration** prepares students to pursue graduate study or laboratory work in molecular biology, genetics, microbiology, cell biology, biochemistry, physiology, or medicine.

The **Biological Diversity concentration** focuses on the study of organisms as living units and as biotic components of ecosystems. Graduates of this concentration are prepared to attend graduate school in one of the diverse areas of botany, zoology, or ecology or to follow career paths in teaching, laboratory or field research, museums, natural areas, and travel-related occupations.

Resources

The **Department of Biology and Health Sciences** is housed in the new **Science and Mathematics Building** that opened in January 2003. This facility contains general and advanced laboratories for specialized study in undergraduate research, physiology, anatomy, invertebrate zoology, parasitology, microbiology, molecular biology, cell biology, biochemistry, genetics, evolution, ecology, field biology, and environmental science. An advanced light and electron microscope suite, greenhouse, animal room, photobiology unit, curriculum lab, library, and museum are in addition to the nine student/faculty research laboratories designed for student-faculty collaborations on original research. Research and cooperative opportunities are also available at many Raleigh/Durham/Chapel Hill/Research Triangle research facilities and laboratories. Meredith College is a charter member of the **Glaxo Smith-Kline Women in Science Scholars Program** and the **Howard Hughes Medical Institute Summer Research Intern program** administered by North Carolina State University.

Credit Testing and Advanced Placement Biology Credit

Upon request, the department gives a placement exam to students who wish to receive credit for Biology 101. If scores indicate an adequate level of preparation, students receive credit for BIO 101 upon successful completion of BIO 141. Students who present an AP Biology score of 3 or above receive credit for BIO 101 and BIO 141.

Licensure

Middle grades (6-9) licensure in science is available to students in any major who complete these minimum requirements: BIO 101, 141, 102, 142, CHE 111, 141, PHY 204, GEO 200, GEO 240, and SCI 764. Students in a BS or BA Biology major must follow the department program outlined for middle school licensure. Secondary licensure in biology is available to students who complete the requirements for a BS or BA in Biology following the departmental programs outlined for secondary school licensure.

Majors in Biology

B.S. in Biology with a concentration in Molecular Biology: 70 hours

Required courses in Biology 39 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 251 Cell Biology	3
BIO 256 Techniques in Microscopy	1
BIO 258 Techniques in Tissue Culture	1
BIO 334 and 344 Microbiology and Lab	4
BIO 356 Biotechnology	4
BIO 431 and 461 Genetics and Lab	4
BIO 436 and 446 Biochemistry and Lab	4
BIO 499 Senior Research	6
Electives	4

Required courses in Chemistry 16 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
Either CHE 222 and 242 Organic Chemistry II and Lab or CHE 350 Quantitative Analytical Chemistry	4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab	4
PHY 212 and 242 General Physics II and Lab	4

Required courses in Mathematics 7 hours

MAT 211 Calculus I	4
MAT 245 Statistics I	3

B. A. in Biology with a concentration in Molecular Biology: 54 hours

Required courses in Biology 35 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 251 Cell Biology	3
BIO 256 Techniques in Microscopy	1
BIO 258 Techniques in Tissue Culture	1
BIO 334 and 344 Microbiology and Lab	4
BIO 356 Biotechnology	4
BIO 431 and 461 Genetics and Lab	4
BIO 436 and 446 Biochemistry and Lab	4
BIO 499 Senior Research	6

Required courses in Chemistry 12 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4

Required courses in Mathematics 7 hours

MAT 211 Calculus I	4
MAT 245 Statistics I	3

B.S. in Biology with a concentration in Health Science (Pre-medical, Pre-dental, and Pre-professional options): 69 hours

Required courses in Biology 38 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 251 Cell Biology	3
BIO 254 Evolution of Biological Systems	3
BIO 321 and 345 Comparative Vertebrate Anatomy	4
BIO 323 and 343 Vertebrate Physiology	4
BIO 334 and 344 Microbiology	4
Electives	12

Required courses in Chemistry 16 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
CHE 222 and 242 Organic Chemistry II and Lab	4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab	4
PHY 212 and 242 General Physics II and Lab	4

Required courses in Mathematics 7 hours

MAT 211 Calculus I	4
MAT 245 Statistics I	3

Clinical Experience and Application recommendations: All specified courses should be completed by the end of the junior year. MCAT or DCAT should be taken in April of the junior year. Biology electives may be completed at any time. Recommended electives in Biology include the following: BIO 222 (2) and 242 (2), BIO 211 (3) and 241 (1), and BIO 436 (3) and 446 (1). Students should also have significant (minimum 500 hrs) volunteer or paid clinical experience. This should involve as much patient contact as possible.

The Department of Clinical Laboratory Sciences, School of Allied Health Professionals, Medical College of Virginia Campus, Virginia Commonwealth University guarantees admission into the Master of Science program in clinical laboratory sciences for Meredith College students with the following qualifications:

- Baccalaureate Degree in Biology
- Minimum GPA of 3.25
- Minimum Science GPA of 3.0
- Minimum TOEFL of 570 for international students whose native language is not exclusively English.
- The GRE must be taken within the first enrolled year, but the results are to be used for record keeping purposes only.
- In the event that all positions in the class are filled, applicants accepted under this agreement will be given first priority when space becomes available.

B.S. in Biology with a concentration in Health Science (Pre-Pharmacy Option): 71 hrs

Required courses in Biology 36 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 211 and 241 Plant Biology and Lab	4
BIO 222 and 242 Invertebrate Zoology	4
BIO 322 and 342 Human Anatomy and Physiology and Lab	4
BIO 334 and 344 Microbiology	4
BIO 436 and 446 Biochemistry and Lab	4
Electives	8

Required courses in Chemistry 20 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
CHE 222 and 242 Organic Chemistry II and Lab	4
CHE 350 Quantitative Analytical Chemistry	4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab	4
PHY 212 and 242 General Physics II and Lab	4

Required courses in Mathematics 7 hours

MAT 211 Calculus I	4
MAT 245 Statistics I	3

*A student can receive a minor in Chemistry with a minimum of 3 additional hours in chemistry at the 200 or 300 level.

B.S. in Biology with a concentration in Health Science (Pre-Physician Assistant, Pre-Physical Therapy): 60-64 hours

Required courses in Biology 20-24 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 334 and 344 Microbiology and Lab	4
BIO 431 and 441 Genetics and Lab	4
BIO 322 and 342 Human Anatomy and Physiology OR	
BIO 323 and 343 Vertebrate Physiology AND BIO 321 and 345 Comparative Vertebrate Anatomy	4-8

Required courses in Chemistry 16 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
CHE 222 and 242 Organic Chemistry II and Lab OR	
CHE 436 and 446 Biochemistry and Lab	4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab	4
PHY 212 and 242 General Physics II and Lab	4

Required courses in Mathematics 7 hours

MAT 211 Calculus I	4
MAT 245 Statistics I	3

Required courses in Psychology 9 hours

PSY 100 Introduction to Psychology	3
PSY 210 Life Span Developmental Psychology	3
PSY 320 Abnormal Psychology	3

Non-Course Requirements Needed for Admission into Physician Assistant and Physical Therapy Programs: Increasingly, an entry-level position in physical therapy or physician assistant requires holding a master's degree. The concentration described above is designed for students desiring to enter a master's degree program in Physical Therapy or Physician Assistant. In addition to the course work described above for this major, a minimum of 200 (for some master's programs in Physical Therapy) to 2000 (for most master's programs in Physician Assistant) patient contact hours are needed for application to master's degree programs. All course work (for a total of 100-104 credit hours) and the majority of patient contact hours are to be completed in three to three plus years. The remaining 20–24 credit hours necessary for graduation will be awarded for completing an in-depth medical experience, such as serving on a medical mission or internship. Receiving Certified Nursing Assistant (CNA) certification will enable students to obtain more meaningful patient contact experience and may count toward physical education requirements for graduation.

B.S. in Biology with a concentration in Health Science (Pre-Veterinary Medicine Option): 66-67 hrs

Required courses in Biology 32 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 321 and 345 Comparative Vertebrate Anatomy and Lab.	4
BIO 334 and 344 Microbiology and Lab	4
BIO 431 and 441 Genetics and Lab	4
BIO 436 and 446 Biochemistry and Lab	4
Electives	8

Required courses in Chemistry 16 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
CHE 222 and 242 Organic Chemistry II and Lab	4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab	4
PHY 212 and 242 General Physics II and Lab	4

Required courses in Mathematics 7 hours

MAT 211 Calculus I	4
MAT 245 Statistics I	3

Required courses in Nutrition 3 - 4* hours

FN 227 Nutrition OR ANS 230/250 (CRC-NCSU) Animal Nutrition	3-4

Recommended Course: PSY 334 Animal Behavior (3)

Clinical Experience and Application recommendations: Students should have a minimum of 400 clinical hours as either a paid or volunteer assistant and are seriously encouraged to exceed this number. Students applying to the NCSU Veterinary College must take the GRE before the fall application deadline of their senior year and are encouraged to apply for it during the spring or summer of their junior year. No more than two of the courses listed by NCSU as necessary for application can be pending in the spring of the senior year. This would include all courses listed above except Comparative Vertebrate Anatomy. Applicants should have a minimum overall GPA of 3.50 and a GRE score of 1800 to have a reasonable chance of acceptance. Veterinary schools have high standards and the competition is intense.

**The NCSU Veterinary College requires that applicants take an animal nutrition course rather than human nutrition.*

B.S. in Biology with a concentration in Biological Diversity: 71 hours

Required courses in Biology 40 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 211 and 241 Plant Biology and Lab	4
BIO 222 and 242 Invertebrate Zoology	4
BIO 254 Evolution of Biological Systems	3
BIO 321 and 345 Comparative Vertebrate Anatomy and Lab	4
BIO 334 and 344 Microbiology	4
BIO 352 Symbiology	3
BIO 358 Aquatic Field Studies	2
BIO 359 Terrestrial Field Studies	2
BIO 499 Senior Research	6

Required courses in Chemistry 16 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
CHE 436 and 446 Biochemistry and Lab	4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab	4
PHY 212 and 242 General Physics II and Lab	4

Required courses in Mathematics 7 hours

MAT 211 Calculus I	4
MAT 245 Statistics I	3

Recommended courses:
BIO 234 and 244 Principles of Ecology (4)
BIO 325 Environmental Science (4)

B.A. in Biology with a concentration in Biological Diversity: 51 hours

Required courses in Biology 36 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 211 and 241 Plant Biology and Lab	4
BIO 222 and 242 Invertebrate Zoology	4
BIO 254 Evolution of Biological Systems	3
BIO 321 and 345 Comparative Vertebrate Anatomy and Lab	4
BIO 352 Symbiology	3
BIO 358 Aquatic Field Studies	2

BIO 359 Terrestrial Field Studies 2
BIO 499 Senior Research 6

Required courses in Chemistry 12 hours

CHE 111 and 141 General Chemistry I and Lab 4
CHE 112 and 142 General Chemistry II and Lab 4
CHE 221 and 241 Organic Chemistry I and Lab 4

Required courses in Mathematics 3 hours

MAT 245 Statistics I 3
Recommended courses:
BIO 234 and 244 Principles of Ecology (4)
BIO 325 Environmental Science (4)
BIO 334 and 344 Microbiology and Lab (4)

B. S. in Biology with a concentration in Environmental Science: 73 hrs

Required courses in Biology 38 hours

BIO 101 and 141 General Biology I and Lab 4
BIO 102 and 142 General Biology II and Lab 4
BIO 211 and 241 Plant Biology and Lab .4
BIO 222 and 242 Invertebrate Zoology .4
BIO 234 and 244 Principles of Ecology and Lab 4
BIO 325 Environmental Science 4
BIO 334 and 344 Microbiology 4
BIO 358 Aquatic Field Studies 2
BIO 359 Terrestrial Field Studies 2
BIO 499 Senior Research 6

Required courses in Chemistry and Physical Science 20 hours

CHE 111 and 141 General Chemistry I and Lab 4
CHE 112 and 142 General Chemistry II and Lab 4
CHE 221 and 241 Organic Chemistry I and Lab 4
CHE 222 and 242 Organic Chemistry II and Lab OR
CHE 350 Quantitative Analytical Chemistry 4
GEO 200 and 240 Earth Science and Lab 4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab 4
PHY 212 and 242 General Physics II and Lab 4

Required courses in Mathematics 7 hours

MAT 211 Calculus I 4
MAT 245 Statistics I 3

B.A. in Environmental Studies: 67 hours

Required courses in Biology 16 hours

BIO 101 and 141 General Biology I and Lab 4
BIO 102 and 142 General Biology II and Lab 4
BIO 234 and 244 Principles of Ecology and Lab 4
BIO 325 Environmental Science 4

Required courses in Physical Science 15 hours

CHE 111 and 141 General Chemistry I and Lab 4
CHE 112 and 142 General Chemistry II and Lab 4
GEO 200 and 240 Earth Science and Lab 4
PHY 100 Principles of Physical Science .3

Electives chosen from the following 6
  BIO 211 and 241 Plant Biology and Lab (4)
  BIO 222 and 242 Invertebrate Zoology and Lab (4)
  BIO 358 Aquatic Field Studies (2)
  BIO 359 Terrestrial Field Studies (2)
  GEO 326 Environmental Resources (3)

Required course in Mathematics 3 hours

MAT 245 Statistics 3

Required courses in Humanities, Economics, Communication, & Social Sciences: 24 hours

PHI/REL 345 Environmental Ethics 3
ECO 101 Microeconomic Principles 3
ENG 358 Advanced Composition 3
Electives chosen from the following 15
  COM 370 Nonverbal Communication (3)
  COM 400 Special Topics (3)
  ECO 356 Public Policy Economics (3)
  GEO 302 Economic Geography (3)
  HIS 300 Introduction to Public History (3)
  POL 331 Environmental Politics (3)
  POL 340 State and Local Government (3)
  SOC 374 Social Research Principles (3)
  SOC 430 Population Dynamics (3)
  SOC 432 Sociology of Organizations (3)

Required culminating course 3 hours

ENS 930 Community Internship OR ENS 498 or
499 Honors Thesis or Research 3

Minor in Biology 20 hours

BIO 101 and 141 General Biology I and Lab 4
BIO 102 and 142 General Biology II and Lab 4
Electives in upper division biology courses 12

Teacher licensure is available in B-K, K-6, 6-9 science concentration and 9-12 biology. See licensure requirements in the School of Education listing.

— For Biology courses, see page160.
—For Science courses, see page 168.

THE SCHOOL OF BUSINESS

Irving H. Wainwright Professor of Business Adkins, Dean; Professors Oatsvall, Wakeman and Wessels; Associate Professors Bledsoe, Chappell, Cox, Milewicz, Pencek; Assistant Professors Barnes, Lippard, Shuey, and York; Adjuncts Best, Deal, Eubanks, Natarajan, and Steele.

The School of Business offers the following degree options:

- B.S. with a major in Accounting,
- B.S. with a major in International Business,
- B.S. with a major in Business Administration with concentrations in Economics, Finance, Human Resource Management, Marketing, and Management,
- B.A.with a major in Economics,
- Master of Business Administration (MBA), and
- B.S./M.B.A. option for accounting majors.

The B.S. degree with a major in Business Administration with a concentration in Management is available during the evenings through Undergraduate Degree Programs for Women Age 23+.

In today's economy, employers increasingly insist on employees who are both trained in the liberal arts and prepared to become productive employees. The School of Business builds upon Meredith's strong liberal arts foundation by helping our students prepare for fulfilling and productive careers. This combination gives our students a tremendous competitive edge when entering the job market. Some examples of positions filled by our recent graduates are financial analyst at Wachovia, staff auditor at Ernst and Young, human resource director at Maxim Healthcare Services, administrative specialist at Glaxo, sales representative at Pepsi, and advertising assistant at the News and Observer. We also have an active internship program that places our students with companies such as Morgan Stanley, Wachovia, Northwestern Mutual Financial Network, the Equal Employment Opportunity Commission, IBM, and local law firms, radio and TV stations, and technology companies.

Students are also able to make professional connections to the business community by participating in the five clubs that the school sponsors. The clubs are the Accounting Association, Pi Sigma Epsilon, Society for Human Resource Management, the Student Business Advisory Board, and the business honor club Delta Mu Delta.

Mission Statement

Our mission is to provide an academically-challenging learning experience that develops critical-thinking skills in all areas of business administration, and which emphasizes teamwork, leadership, communication skills, and ethical decision-making. Excellent teaching is complemented by strong, collaborative faculty/student relationships, by faculty scholarship that enhances our curriculum, and by service to the College and to our community.

Objectives of the Accounting Major

- To provide an overview of financial and managerial accounting to enable students to understand and utilize financial statements,
- To offer accounting majors courses which include topics covered on the CPA exam,
- To integrate technology into the accounting curriculum by requiring students to use computer software currently used in the accounting profession, and
- To prepare students to use various methods of tax research, including both computerized and other resources.

Objectives of the International Business Major

- To provide students with a broad-based understanding of the economic, political, cultural, and ethical environments within which international business occurs
- To provide a thorough comprehension of the functional business areas involved in international business
- To develop an understanding of the importance of linguistics skills for the international business woman and to enable students to become proficient in a spoken language
- To integrate technology into the international business curriculum where appropriate
- To develop and practice presentation skills through the use of case studies, group projects and/or term projects

Objectives of the Economics Concentration

- To provide, as an integral part of the social science component of the liberal arts curriculum, an opportunity to become familiar with economic science
- To provide a theoretical foundation for business decision making
- To provide students with a general knowledge of economic problems and the framework for analyzing these problems
- To provide courses that cover a wide variety of economic topics and the analytical tools needed to understand and solve economic problems as students prepare for careers or for graduate study

Objectives of the Finance Concentration

- To provide students with the opportunity to learn principles of corporate and personal financial management
- To integrate information technology into the finance curriculum
- To provide a theoretical foundation for ethical decision making
- To develop and practice research skills through the use of case studies, group projects, and/or term projects
- To strengthen skills in the analysis and interpretation of financial data, including a global focus

Objectives of the Human Resource Management Concentration

- To provide students with an understanding of the role of human resource management in the development of business and organizational strategies
- To expose students in the human resource management concentration to the major functions of HRM: recruiting, selection, training, labor relations, and compensation
- To provide students in the concentration opportunities to learn and use research tools

- To integrate current technology where appropriate
- To provide students valuable HRM work experience through required internships

Objectives of the Management Concentration

- To encourage the development of a personal management philosophy and attitudes that would enable students to enter and progress successfully through a variety of business career tracks
- To expose students to the different schools of management thought and to provide opportunities to apply theoretical concepts
- To provide opportunities to apply case analysis techniques through written and presentation applications
- To offer students information covering the history of management, the principles and functions of management which apply to a variety of organizational settings
- To integrate technology into the management curriculum where appropriate
- To provide students in the management concentration opportunities to develop and practice research skills

Objectives of the Marketing Concentration

- To provide marketing students with an understanding of the role of marketing in the development of business and organizational strategies
- To provide a thorough understanding of the principles of marketing, including the areas of pricing, distribution, promotion, and product policy
- To provide students in the marketing curriculum with the opportunity to construct, present, and implement a quality marketing plan for any product or service
- To integrate technology where appropriate
- To expose students to marketing research tools and to develop a framework for investigating and analyzing marketing problems

Career Directions

Students in the **Economics Concentration** prepare for research, planning, and management positions in business, financial institutions, non-profit organizations, or government agencies. The **Finance Concentration** permits students to develop skills that position them for careers in banking, stock brokerage firms, mortgage companies, and other financial institutions. The **Human Resource Management Concentration** prepares students for positions such as Benefits Administrator, Compensation Analyst, Employee Relations Specialist, and Recruiter. The **Management Concentration** provides an opportunity for students to strengthen leadership and decision-making skills and to prepare for operational and staff positions in production, marketing, finance, and other business fields. The **Marketing Concentration** permits students to focus on those content areas most likely to enhance access to careers in direct selling, marketing research, advertising, and marketing planning. The Accounting Major prepares students for positions such as Auditor, Financial Analyst, and Credit Officer. The **International Business** major prepares students to work in various functional areas of multinational corporations.

Additional courses in business and economics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the school dean and arrange for it through the special studies options listed on page 41.

The School of Business also awards a Masters of Business Administration. Details of the M.B.A. program are available in the John E. Weems Graduate School.

A special five-year program, the B.S./M.B.A. Option for Accounting, offers accounting majors the opportunity to meet the 150-hour education requirement of Certified Public Accountant (CPA) candidates as recommended by the American Institute of Certified Public Accounting (AICPA) and required by many states. Upon acceptance to the program, Meredith accounting students will begin taking graduate classes in their senior year and complete the M.B.A. in the summer and regular academic year following. Curriculum planning for the five-year program begins when the accounting major is declared.

Majors in the School of Business

B.S. Degree with a Major in Accounting 48 hours

ACC 230 Principles of Accounting I	3
ACC 231 Principles of Accounting II	3
ACC 330 Intermediate Accounting I	3
ACC 331 Intermediate Accounting II	3
ACC 333 Cost Accounting	3
ACC 336 Federal Taxation - Individuals	3
BUS 240 Principles of Management	3
BUS 260 Principles of Marketing	3
BUS 370 Corporation Finance	3
ECO 100 Macroeconomic Principles	3
ECO 101 Microeconomic Principles	3
MAT 245 (or equivalent) Statistics I	3
Electives chosen from the following	12
ACC 332 Managerial Accounting (3)	
ACC 337 Fed Tax—Corp and Partnerships (3)	
ACC 436 Selected Topics in Accounting (3)	
ACC 437 Advanced Accounting (3)	
ACC 438 Auditing (3)	
ACC 440 Legal Environment of Accounting or BUS 340 Business Law (3)	
BUS 345 Quantitative Methods (3)	
BUS 472 Intermediate Finance Management (3)	
CIS 312 Information Systems Management (3)	
Credit will not be given for both BUS 340 and ACC 440.	

B.S. Degree with a Major in Business Administration

Candidates for the Bachelor of Science degree in business administration must take 24 hours in a prescribed core and additional hours in their chosen concentration. Students earning a second concentration must complete an additional 24 hours of course work that do not overlap the first concentration. With careful scheduling, including summers, it is possible for a student to complete all requirements within three years.

The Core Curriculum 24 hours

ACC 230 Principles of Accounting I	3
ACC 231 Principles of Accounting II	3
BUS 240 Principles of Management	3
BUS 260 Principles of Marketing	3
BUS 370 Corporation Finance	3
ECO 100 Macroeconomic Principles	3
ECO 101 Microeconomic Principles	3
MAT 245 (or equivalent) Statistics I	3

B.S. Degree in Business Administration Economics Concentration 48 hours

The Core Curriculum	24
ECO 300 Intermediate Macroeconomics	3
ECO 301 Intermediate Microeconomics	3
BUS 495 Business Policy	3
Electives chosen from the following	15

ECO 322 Economic Geography (3)
ECO 334 International Economics (3)
ECO 335 Gender and the Economy (3)
ECO 355 Money and Banking (3)
ECO 356 Public Policy Economics (3)
ECO 364 Labor Economics (3)
BUS 345 Quantitative Methods (3)
BUS 361 Consumer Behavior (3)
BUS 472 Intermediate Financial Management (3)
BUS 474 Inves. Analy. & Portfolio Mgt (3)
Or related courses approved by the Dean of the School of Business

B.S. Degree in Business Administration Finance Concentration 55 hours

The Core Curriculum	24
MAT 211 Calculus I	4
ACC 330 Intermediate Accounting I OR ACC 332 Managerial Accounting	3
ACC 336 Federal Taxation—Individuals	3
ECO 355 Money and Banking	3
BUS 472 Intermediate Finance Management	3
BUS 474 Investment Analysis & Portfolio Management	3
BUS 495 Business Policy	3
Electives chosen from the following	9

ACC 331 Intermediate Accounting II (3)
ACC 337 Fed Tax—Corp & Partnerships (3)
BUS 340 Business Law (3)
BUS 466 Sales Management (3)
BUS 480 Business Internship (3)
BUS 499 Research in Business (3)
ECO 301 Intermediate Microeconomics (3)
CIS 312 Information Systems Management (3)
or related courses approved by the dean of the School of Business.

B.S. Degree in Business Administration Human Resource Management Concentration 48 hours

The Core Curriculum	24
ACC 332 Managerial Accounting	3
BUS 350 Human Resource Management	3
BUS 352 Training and Development	3
BUS 452 Compensation and Benefits	3
BUS 481 Human Resource Management Internship	3
BUS 495 Business Policy	3
Electives chosen from the following	6

BUS 340 Business Law (3)
BUS 348 Organizational Behavior (3)
BUS 456 Industrial Relations (3)
BUS 458 Employment Law (3)
ECO 335 Gender and the Economy (3)
ECO 364 Labor Economics (3)
SOC 335 Race and Ethnic Relations (3)
PSY 422 Psychological Testing and Evaluation (3)
CIS 312 Information Systems Management (3)
or related courses approved by the dean of the School of Business.

B.S. Degree in Business Administration Management Concentration 48 hours

The Core Curriculum	24
ACC 332 Managerial Accounting	3
BUS 495 Business Policy	3
Electives chosen from accounting, business and economics courses numbered 300 and above, CSC 312 or related courses approved by the dean of the School of Business	18

B.S. Degree in Business Administration Marketing Concentration 48 hours

The Core Curriculum	24
ACC 332 Managerial Accounting	3
BUS 365 Marketing Research	3
BUS 468 Marketing Mgmt. And Planning	3
BUS 495 Business Policy	3
Electives chosen from the following	12

BUS 340 Business Law (3)
BUS 345 Quantitative Methods (3)
BUS 348 Organizational Behavior (3)
BUS 361 Consumer Behavior (3)
BUS 369 International Marketing (3)
BUS 466 Sales Management (3)
BUS 467 Advertising &Sales Promotion (3)
BUS 472 Intermediate Financial Mgmt. (3)
BUS 480 Business Internship (3)
ECO 301 Intermediate Macroeconomics (3)
CIS 312 Information Systems Management (3) or related courses approved by the dean of the School of Business.

B.S. Degree in International Business 69 hours

Candidates for the Bachelor of Science degree in International Business must take 30 hours in a prescribed core and 21 additional hours from a specified list; in addition, they must complete a co-requirement of an 18 hour language minor. The language minor must be a spoken language.

ACC 230 Principles of Accounting I	3
ACC 231 Principles of Accounting II	3
ACC 332 Managerial Accounting	3
BUS 240 Principles of Management	3
BUS 260 Principles of Marketing	3
BUS 370 Corporation Finance	3
BUS 495 Business Policy	3
ECO 100 Macroeconomic Principles	3

- ECO 101 Microeconomic Principles 3
- MAT 245 (or equivalent) Statistics 3
- BUS 310 International Business 3
- BUS 369 International Marketing 3
- ECO 334 International Economics 3
- REL 102 World Religions 3
- **One course** in contemporary area studies chosen from 3
  - HIS 200 Intro to Latin American History (3)
  - HIS 224 Intro to Asian History (3)
  - HIS 281 Intro to African History (3)
  - HIS 282 History of Modern Middle East (3)
  - HIS 306 Russia in the 20th Century (3)
  - HIS 308 Twentieth Century Europe (3)
  - HIS 310 Modern China (3)
  - HIS 311 Modern Japan (3)
  - HIS 312 India: Past and Present (3)
  - HIS 325 Asian Civilizations (3)
  - IDS 280 China Today (3)
- GEO 205 World Regional Geography, ECO 322 Economic Geography, or GEO 368 Political Geography 3
- POL 210 International Politics, POL 204 Mod. Political Systems, or POL 320 International Political Economics 3
- Language minor 18

B.A. Degree in Economics 30 hours

- ECO 100 Macroeconomic Principles 3
- ECO 101 Microeconomic Principles 3
- ECO 300 Intermediate Microeconomics .3
- ECO 301 Intermediate Macroeconomics .3
- MAT 245 Statistics I 3
- **Electives** chosen from the following 15
  - ECO 322 Economic Geography (3)
  - ECO 324 History of Economic Thought (3)
  - ECO 334 International Economics (3)
  - ECO 335 Gender and the Economy (3)
  - ECO 355 Money and Banking (3)
  - ECO 356 Public Policy Economics (3)
  - ECO 364 Labor Economics (3)
  - ECO 435 Comparative Economic Systems (3)
  - ECO 498 Honors Thesis in Economics (3)
  - ECO 499 Research in Economics (3)
  - BUS 345 Quantitative Methods (3)
  - BUS 361 Consumer Behavior (3)
  - BUS 472 Intermediate Financial Management (3)
  - BUS 474 Investment Analysis & Portfolio Management (3)

Students in the major, particularly those planning to pursue graduate studies, are urged to take MAT 211 as well.

Minors in Business

The school also offers minors of 21 hours each in accounting, actuarial economics, business administration, economics, finance, management, marketing, and human resource management; these minors are available to complement majors in other departments only. At least 12 of the 21 hours must be taken at Meredith.

Accounting

- ACC 230 Principles of Accounting I 3
- ACC 231 Principles of Accounting II 3
- ACC 330 Intermediate Accounting I 3
- ACC 331 Intermediate Accounting II 3
- **Electives** chosen from the following 9
  - ACC 332 Managerial Accounting (3)
  - ACC 333 Cost Accounting (3)
  - ACC 336 Federal Taxation –Individuals (3)
  - ACC 337 Federal Taxation –Corp and Partnership (3)
  - ACC 436 Selected Topics in Accounting (3)
  - ACC 437 Advanced Accounting (3)
  - ACC 438 Auditing (3)
  - ACC 440 Legal Envir. of Accounting
  - Or BUS 340 Business Law (3)
  - BUS 472 Intermediate Financial Management (3)

Actuarial Economics

- ACC 230 Principles of Accounting I 3
- ACC 231 Principles of Accounting II 3
- BUS 370 Corporation Finance 3
- BUS 474 Investment Analysis and Portfolio Management 3
- ECO 100 Macroeconomic Principles 3
- ECO 101 Microeconomic Principles 3
- ECO 301 Intermediate Microeconomics .3

Business Administration

- ACC 230 Principles of Accounting I 3
- BUS 240 Principles of Management 3
- ECO 100 Macroeconomic Principles 3
- ECO 101 Microeconomics Principles 3
- **Electives** chosen from the following 9
  - ACC 231 Principles of Accounting II (3)
  - BUS 260 Principles of Marketing (3)
  - BUS 310 International Business (3)
  - BUS 340 Business Law (3)
  - BUS 344 Business Communications (3)
  - BUS 348 Organizational Behavior (3)
  - BUS 370 Corporation Finance (3)
  - ECO 300 Intermediate Macroeconomics (3)
  - ECO 301 Intermediate Microeconomics (3)

Economics

- ECO 100 Macroeconomic Principles 3
- ECO 101 Microeconomic Principles 3
- ECO 300 Intermediate Microeconomic 3
- ECO 301 Intermediate Macroeconomic 3
- **Electives** chosen from the following 9
  - ECO 322 Economic Geography (3)
  - ECO 324 History of Economic Thought (3)
  - ECO 334 International Economics (3)
  - ECO 335 Gender and the Economy (3)
  - ECO 355 Money and Banking (3)
  - ECO 356 Public Policy Economics (3)
  - ECO 364 Labor Economics (3)
  - ECO 435 Comparative Economic Systems (3)
  - BUS 361 Consumer Behavior (3)
  - BUS 370 Corporation Finance (3)

- BUS 472 Intermediate Financial Management (3)
- BUS 474 Investment Analysis and Portfolio Management (3)

Finance

ACC 230 Principles of Accounting I 3
ACC 231 Principles of Accounting II 3
BUS 370 Corporation Finance 3
BUS 472 Intermediate Financial Management 3
BUS 474 Investment Analysis and Portfolio Management 3
ECO 101 Microeconomic Principles 3
Elective chosen from the following 3
- ACC 330 Intermediate Accounting I (3)
- ACC 331 Intermediate Accounting II (3)
- ACC 332 Managerial Accounting (3)
- ACC 333 Cost Accounting (3)
- BUS 345 Quantitative Methods (3)
- ECO 100 Macroeconomic Principles (3)
- ECO 301 Intermediate Macroeconomics (3)
- ECO 355 Money and Banking (3)
- ECO 356 Public Policy Economics (3)

Human Resource Management

ACC 230 Principles of Accounting I 3
BUS 240 Principles of Management 3
BUS 350 Human Resource Management 3
BUS 352 Training and Development 3
BUS 452 Compensation and Benefits 3
ECO 101 Microeconomic Principles 3
Elective chosen from the following 3
- BUS 348 Organizational Behavior (3)
- BUS 456 Industrial Relations (3)
- BUS 481 Human Resource Management Internship (3)

Management

ACC 230 Principles of Accounting I 3
BUS 240 Principles of Management 3
BUS 260 Principles of Marketing 3
BUS 348 Organization Behavior 3
BUS 350 Human Resource Management 3
ECO 101 Microeconomics Principles 3
Elective chosen from the following 3
- ACC 231 Principles of Accounting II (3)
- BUS 310 International Business (3)
- BUS 344 Business Communications (3)
- BUS 369 International Marketing (3)
- BUS 466 Sales Management (3)
- BUS 468 Marketing Management and Planning (3)
- ECO 100 Macroeconomic Principles (3)
- ECO 364 Labor Economics (3)

Marketing

ACC 230 Principles of Accounting I 3
BUS 240 Principles of Management 3
BUS 260 Principles of Marketing 3
BUS 365 Marketing Research* 3
*prerequisite MAT 245
BUS 468 Marketing Management and Planning 3
ECO 101 Microeconomics Principles 3
Elective chosen from the following 3
- ACC 231 Principles of Accounting II (3)
- BUS 340 Business Law (3)
- BUS 344 Business Communication (3)
- BUS 361 Consumer Behavior (3)
- BUS 369 International Marketing (3)
- BUS 466 Sales Management (3)
- BUS 467 Advertising and Sales Promotion (3)
- ECO 100 Macroeconomics Principles (3)
- ECO 301 Intermediate Microeconomics (3)

— For Accounting courses, see pages 111 –112.
— For Business courses, see pages 119–121.
— For Economic courses, see pages 131–132.

Career Studies

Director Sumerel; Associate Director Sumner, Employer Relations.

The **purpose** of Career Studies at Meredith College is to facilitate the career development of Meredith students through classroom and experiential learning. Early and informed career planning can make a vital difference to today's college graduate. The programs of the Meredith College Career Center are designed to equip students with the knowledge, skills, and tools to translate education and experience into rewarding careers.

Career Planning Seminars are one-hour pass/fail courses taught on two levels. CPS 101 for freshmen and sophomores uses self-assessment and career exploration to assist students in selecting academic majors. CPS 301 helps junior and senior students relate chosen majors to career fields and to develop job search skills and strategies. Cooperative Education (COE) courses provide the opportunity for students to apply academic knowledge in actual job situations while confirming career choices and gaining valuable workplace experience. Career Studies at Meredith College serve as an important bridge between academic pursuits and career goals.

— For Cooperative Education courses, see page 125.
— For Career Planning Seminar courses, see page 127.

Chemistry, Physics, and Geoscience

Associate Professor Hazard, Head; Professor Shiflett, Associate Professors Lewis and Powell; Assistant Professor Schmidt; Adjuncts Jacobs, McCormick, and Sen.

The purpose of the Department of Chemistry, Physics, and Geoscience is to provide courses and programs of academic excellence in chemistry, physics and geoscience that will

- enable majors and minors to attain their educational and career goals; and
- prepare all students to live as informed and responsible citizens with a global and environmental awareness in a world where ideas and events are strongly influenced by science and technology.

All students completing courses in the department will

- develop a knowledge of scientific discovery and process;
- improve their ability to reason and critically analyze evidence and support for information; and
- become scientifically literate in one or more of the disciplines in the department (astronomy, chemistry, physics, or geoscience).

In addition, chemistry majors will

- acquire a knowledge of inorganic, organic, analytical, and physical chemistry,
- develop the skills and knowdedge necessary to work competently and safely in a chemistry laboratory,
- be able to employ current research tools and strategies,
- acquire the knowledge and skills necessary to pursue graduate or professional studies or careers in chemistry or teaching,
- understand the dynamic nature of science and the necessity for continuing education.

The department offers introductory courses in chemistry, physics, geography, and geoscience to satisfy the general education needs of students. Students who desire more advanced study may choose a minor in chemistry, chemical physics, geography, or they may pursue a major in chemistry leading to a B.A. or a B.S. degree.

The major in chemistry for the B.A. degree is designed to allow maximum flexibility. It is a good option for students treating chemistry as a second major. The major in chemistry for the B.S. degree has more specific requirements than does the major for the B.A. degree. A major in chemistry, in addition to providing a well-rounded education, specifically prepares students for graduate school, a career in the chemical industry, teaching, or a variety of health related fields such as dentistry, medicine, medical technology, pharmacy, or veterinary science.

Chemistry majors are strongly encouraged to enhance their professional training by participating in internships or the cooperative education program.

Courses in the physical sciences are also available at North Carolina State University under Cooperating Raleigh Colleges.

Students who wish advanced study and research in chemistry and physics should consult with the department head and arrange for it through the special studies options.

Majors in Chemistry

Core Curriculum 24 hours

CHE 111, 141 General Chemistry I & Lab	4
CHE 112, 142 General Chemistry II & Lab	4
CHE 221, 241 Organic Chemistry I & Lab	4
CHE 222, 242 Organic Chemistry II & Lab	4
CHE 350 Quantitative Analytical Chemistry	4
PHY 211, 241 General Physics I & Lab	4
PHY 212, 242 General Physics II & Lab	4
MAT 211 Calculus I	4

Bachelor of Arts with a major in Chemistry 45 hours

Core Curriculum	32
Additional hours in chemistry courses, including CHE 490, numbered 200 or above	7
Elective hours chosen from biology, chemistry, mathematics and physics at the 200 level or above	6

Bachelor of Science with a major in Chemistry 61 hours

Core Curriculum	32
CHE 420 Chemical Thermodynamics & Kinetics	3
CHE 430 Atomic & Molecular Structure	3
CHE 441 Experimental Physical Chemistry I	1
CHE 442 Experimental Physical Chemistry II	1
Elective chemistry courses numbered 200 or above	10
One hour selected from the following	1
CHE 490 Seminar (1-2)	
CHE 498 Honors Thesis in Chemistry (3)	
CHE 499 Research (1-2)	
CHE 930 Special Studies (1-3)	
or cooperative education	
MAT 212 Calculus II	4
MAT 220 Linear Algebra or MAT 354 Differential Equations	3
Elective chosen from the following	3
BIO 101 General Biology I (3)	
CSC 201 Computer Science I with Java (4)	
MAT 220 Linear Algebra (3)	
MAT 354 Differential Equations (3)	

All students are required to give an oral presentation.

Minors in Chemistry and Geography

Chemistry 20 hours

CHE 111, 141 General Chemistry I & Lab	4
CHE 112, 142 General Chemistry II & Lab	4
Electives chosen from the following	12
CHE 221/241 Organic Chemistry I & Lab(4)	
CHE 350 Quanititative Analytical Chemistry (4)	
CHE 222/242 Organic Chemistry II & Lab or	
CHE 436/446 BioChemistry & Lab (4)	
CHE 420/441 Chem. Thermodynamics & Kinetics or	
CHE 430/442 Atomic & Molecular Structure or	
CHE 474 Inorganic & Bioinorganic Chemistry (3)	

Chemical Physics 19 hours

CHE 111, 141 General Chemistry I & Lab	4
CHE 112, 142 General Chemistry II & Lab	4
PHY 211, 241 General Physics I & Lab	4
PHY 212, 242 General Physics II & Lab	4
CHE 420 Chem. Thermodynamic & Kinetics or CHE 430 Atomic & Molecular Structure	3

Geography 18 hours

GEO 200, 240 Earth Science & Lab	4
GEO 205 World Regional Geography	3
GEO 326 Environmental Resources	3
Electives chosen from geography courses at the 200 level or above (at least 3 of these hours must be at the 300 level)	8

All elective hours must be approved by the department head.

Teacher licensure is available in B-K, K-6, 6-9 science concentration and 9-12 chemistry. See licensure requirements in the School of Education listing.

— For Chemistry courses, see page 122.
— For Geography courses, see page 143.
— For Physics courses, see page 162.

Communication

Associate Professor Ross, Head; Associate Professor Creagh; Assistant Professor Spero; Instructor Humphreys; Adjuncts Brewer, Mayberry, McCormick, Morgan, Oliver, and Porterfield.

The mission of the Communication Department is to offer human and mass communication courses and other educational opportunities to equip students with the communication skills and knowledge that prepare them for personal and professional success.

Majors in Communication

Candidates for the Bachelor of Arts with a major in communication must take 24 hours of core requirements and 18 hours of their chosen concentration, for a total of 42 hours. The concentrations offered are Mass Communication and Human Communication. Both concentrations require one writing intensive course and a minimum of 6 hours at the 300 or 400 level.

The Core Curriculum 24 hours

COM 100 Intro to Communication Studies	3
COM 140 House Management, COM 141 Publicity, or COM 142 Box Office	1
COM 225 Public Speaking	3
COM 260 Interpersonal Communication	3
COM 300 Small Group Communication or COM 450 Relational Communication	3
COM 325 Oral Interp. of Literature or COM 350 Business & Prof. Communication	3
COM 380 Communication Law and Ethics	3
COM 410 Senior Thesis	2
COM 495 Theories of Human Communication	3

Mass Communication Concentration 18 hours

COM 290 Intro to Mass Communication	3
COM 330 Video Production	3
COM 360 Writing for the Media	3
COM 930 Internship	3
Electives chosen from the following:	6

- ART 140 Intro to Graphic Communication (3)
- ART 130 Photography I (3)
- ART 230 Photography II (3)
- ART 330 Photographic Tech. & Processes (3)
- BUS 260 Priniciples of Marketing (3)
- BUS 361 Consumer Behavior (3)
- BUS 365 Marketing Research (3)
- BUS 466 Sales Management (3)
- BUS 467 Advertising & Sales Promotion (3)
- COM 150 Voice and Articulation (3)
- COM 300 Small Group Communication (3)
- COM 370 Nonverbal Communication (3)
- COM 375 Gender Communication (3)
- COM 400 Special Topics in Communication (3)
- ENG 240 Introduction to Film (3)
- ENG 245 Introduction to Journalism (3)
- ENG 247 Copy-Editing (3)
- ENG 358 Advanced Composition (3)

Human Communication Concentration 18 hours

COM 370 Nonverbal Communication	3
COM 375 Gender Communication	3
COM 390 Intercultural Communication	3
COM 930 Internship	3
Electives chosen from the following:	6

- BUS 240 Principles of Management (3)
- BUS 344 Business Communications (3)
- BUS 348 Organizational Behavior (3)
- BUS 350 Human Resource Management (3)
- BUS 352 Training and Development (3)
- BUS 466 Sales Management (3)
- CD 335 Marriage/Family Relationships (3)
- COM 150 Voice and Articulation (3)
- COM 270 American Sign Language (2)
- COM 300 Small Group Communication (3)
- COM 450 Relational Communication (3)
- COM 400 Special Topics in Communication (3)
- ENG 270 Literary Research/Crit. Theory (3)
- PHI 210 Critical Thinking (3)
- POL 301 Const & Rights of Americans (3)
- POL 303 Cont Amer Policy & Politics (3)
- PSY 212 Psychology of Gender Roles (3)
- PSY 312 Psych of Exceptional Indiv (3)
- PSY 332 Perception (3)
- PSY 410 Social Psychology (3)
- PSY 432 Memory, Language and Cognition (3)
- SOC 260 Cultural Anthropology (3)
- SOC 335 Race and Ethnic Relations (3)
- SOC 376 Oppressed Groups & Social Just (3)

Minor in Communication 18 hours

COM 100 Introduction to Communication Studies	3
COM 225 Public Speaking	3
COM 260 Interpersonal Communication	3
COM 495 Theories of Human Communication	3
Choice of 2 additional courses in Communication or approved electives	6

—For Communication courses, see page125.

Cross-Cultural Skills

Professor Webb, Director of Study Abroad

An interdisciplinary Cross-Cultural Skills minor is available. This minor, administered by the director of Study Abroad, will serve a small but significant number of students who want to prepare themselves (and credential themselves) for international living and working. It is, by design, skill-oriented, distinguished from the international studies major/minor in its emphasis on foreign language and on international living. Each student will work out her individual program in consultation with the Study Abroad director (who will be responsible for record keeping) and her adviser.

Minor in Cross-Cultural Skills 19 hours

CAP 407 Awareness and Discovery or comparable course	3
Foreign Language in the same language, 300-level or above	6
Approved Global Perspective electives	6
Approved International Perspective in the Major	3
Portfolio	1

Approved Study/Work Abroad (minimum eight consecutive weeks including a prescribed journal)

Dance and Theatre

Professor Rodgers, Head; Professors Shapiro and Colwell-Waber; Assistant Professor Finley; Instructor Roten; Adjuncts Browning, Burris, Devitt, Griffiths, Klem, Rainey, W. Rodgers, Roten, and Sommers; Accompanist Wilemon; Technical Supervisor and Facilities Coordinator Brown.

The Department of Dance & Theatre offers a major in Dance with concentrations in Dance Education, Performance & Choreography, and Private Studio Teaching, and majors in Theatre, Theatre with K-12 Licensure, and Musical Theatre. Our varied performance opportunities include annual dance concerts and main stage theatre productions, plus several studio productions in each program. Auditions for both Meredith Dance Theatre and Meredith Performs Theatre are open to all Meredith College students. Many of our courses fulfill general education requirements.

The Meredith Dance & Theatre Department creates for students and faculty a laboratory for technical skill development, creative exploration, and artistic scholarship. We strive to instill a passion for and an understanding of dance and theatre as forms of artistic expression and as means for personal development and deep learning. We seek to provide quality instruction and performance opportunities that positively impact the lives of all our constituencies: department minors and majors, the Meredith college community, and the local and regional communities.

The **purpose** of the Department of Dance & Theatre is to offer programs that will

- Support the Aesthetic & the Arts component, the Cultural Perspectives component, and the Health & Physical Learning component of general education;
- Offer a major in Dance with concentrations in Dance Education, Performance & Choreography, and Private Studio Teaching;
- Offer majors in Theatre and Musical Theatre;
- Offer preparation for teacher licensure in Dance K-12 and Theatre K–12;
- Offer experiential learning and performance opportunities in dance and theatre;
- Enrich the cultural and aesthetic life of the Meredith College community; and
- Encourage student involvement in dance and theatre beyond the Meredith community through service learning, internships, travel, participation in productions and arts organizations, and partnerships with lab schools.

The **goals** of the Department of Dance & Theatre are to encourage students to

- Explore their creative voices;
- Engage in rigorous intellectual endeavors;
- Develop critical thinking skills;
- Acquire strong oral and written communication skills;
- Understand and apply technology related to the specific areas of Dance & Theatre;
- Develop an understanding of the role of dance and theatre in a broader social and historical context;
- Appreciate the contributions of diverse cultures to dance and theatre;
- Identify themselves as artists who possess the craft, discipline, and commitment to contribute to their art form;
- Prepare themselves for a professional career in dance or theatre;
- Become an artistic resource to the Meredith community and beyond; and
- Accumulate the knowledge and experiences necessary to actively support the arts throughout their lifetimes.

The **objectives** of the Department of Dance & Theatre are to meet our stated goals by

- Offering classes, performance opportunities, internships and partnerships, and research opportunities that challenge and encourage the creative and intellectual process,
- Creating an active learning environment in which students learn the technological skills necessary for producing and promoting their art,
- Weaving into the curricula and productions the tools for understanding and appreciating diverse cultures and their contributions to the arts,
- Interacting closely with students as advisers and role models to ensure their growth as artistic professionals.

In addition to their courses of study, the Department of Dance & Theatre offers students unique opportunities to study with renowned guest teachers, choreographers, playwrights, actors, and directors each year. The Dance Program's annual guest artist residency and Master Artist Teaching Series has brought such nationally acclaimed artists such as Bebe Miller, Lisa Race, and Gerri Houlihan to campus to teach and create work with Meredith students. The Theatre Program typically presents a musical, a theatre for youth production, a classical piece, and a contemporary play each year. In addition, several student-led productions are performed. Guest artists often perform or serve as guest directors.

The Dance Program hosts the annual North Carolina Dance Festival, which offers students the chance to perform with and help produce the work of North Carolina's best choreographers. Dance students also participate in the American College Dance Festival annually, where they attend master classes and present work for adjudication. Each year, the Theatre Program participates in the Kennedy Center American College Theatre Festival.

This opportunity allows students to appreciate the work being done at institutions of higher education all over the state and to compete for prestigious graduate school scholarships.

Career Directions

Dance majors are prepared for careers in education, private studio teaching, and professional performance. Recent graduates teach in the schools, own and operate studios, and are actively producing their work. Likewise, **Theatre** majors are prepared for careers in education, further graduate studies, performance, design, or directing. Recent graduates are studying for their Master of Fine Arts degrees, teaching in the public schools, and pursuing careers in professional theatre.

Dance Majors

The **Performance and Choreography Concentration** prepares the dance artist. The program provides for experiences which further refine the student's technical, creative, and performance abilities. There is also a focus on the production aspects of dance as a performing art form. In addition to the core curriculum of 44 credit hours, the student completes 13 credit hours specified to fulfill the concentration requirements.

The **Private Studio Teaching Concentration** prepares the student for teaching dance in private studio and community settings. In addition to the core curriculum of 44 credit hours, the student completes an additional 23 credit hours which provide experiences in performance, production, business, and teaching.

The **Dance Education Concentration** program of study prepares students as dance educators. Students will be prepared as candidates for North Carolina K-12 licensure; see specific requirements in the teacher education section of this catalogue. In addition to the core curriculum of 44 credit hours, the student completes 36 credit hours in the Dance Education Concentration.

Dance majors/minors are required to take all dance activity courses which fulfill the requirements for the Dance major for a grade. Activity courses taken to satisfy general education requirements are taken pass/fail. All dance activity courses taken to fulfill requirements for the Dance major may count toward graduation.

Theatre Majors

Candidates for the **Bachelor of Arts in Theatre** must earn 36 hours of credit. The required core courses encourage students to study all aspects of theatrical production. The additional courses provide the opportunity for the individual student to customize her course of instruction in consultation with her major adviser toward a greater overview or towatd a focus on performance or production.

Candidates for the **Bachelor of Arts in Musical Theatre** must earn 67 hours of credit, divided among music, dance, and theatre, as indicated below. This interdisciplinary major is designed to include studies in professional aspects of musical theatre; achievement as a competent singer-actor; development of basic theatrical and movement skills appropriate to musical theatre; development in basic musical skills, emphasizing vocal studies and sight-singing; developing repertory and audition techniques; and opportunities to perform in a variety of formal and informal settings.

The **K-12 Teaching Licensure in Theatre** is designed for those students who wish to pursue the teaching of theatre as a profession. This program prepares students for licensure by the North Carolina Department of Public Instruction to teach theatre in grades K-12.

The **goals** of the curriculum are to insure

- competency in the teaching of theatre by guiding the student's involvement in public performance of theatre;
- development of visual and aural perceptions related to performance;
- understanding of developmental and activity-oriented production processes such as acting, directing, scenic design, costume design, writing of traditional experimental theatrical forms, and basic technical operations related to productions;
- familiarity with and competence in fundamental theatre techniques;
- acquaintance with the historical and cultural dimensions of theatre as they include the works of leading playwrights, actors, directors, and designers, both past and present;
- understanding and evaluation of contemporary thinking about theatre and related arts; and
- informed assessment of quality in works of theatre.

The **objectives** for the curriculum are to develop theatre teachers who would help students by

- communicating what playwrights seek to convey and how that is intensified through theatrical production;
- assisting them in using and controlling the emotions for communication, strengthening the imagination, expanding intellectual horizons to include an aesthetic awareness, and providing a basic understanding and critical appreciation of theatre arts;
- promoting skills in observation and communication and the ability to exercise critical thinking and make decisions through theatrical experiences;
- encouraging their confidence, creative potential, personal discipline, involvement in the creative process, and ability to work effectively with others; and
- preparing them for future education, avocational and/or vocational theatre arts experiences.

Majors in Dance and Theatre

Dance

The requirements for a major in dance shall include fulfillment of general education requirements, the 44 credit hour core curriculum in dance, and requirements for one area of concentration in dance:

The Core 44 credit hours

DAN 150 Perspectives in Dance	1
DAN 159 Movement Improvisation I	2
DAN 250 Movement Fundamentals	2
DAN 255 Movement Fundamentals Lab	1
DAN 200 Dance in Society	3
DAN 256 Composition I	3
DAN 257 Music for Dance	2
DAN 350 Movement Fundamentals II	3
DAN 352 Dance Repertory	2
DAN 356 Dance Composition II	3
DAN 359 Dance History	3
THE 246 Lighting and Sound	3
Dance Technique chosen from the following	10
DAN 251,351, and/or 451; Ballet II, III, and/or IV (2)	
DAN 253,353, and/or 453; Modern II, III, and/or IV (4)	
DAN 254,354, and/or 454; Jazz II, III, and/or IV (1)	
DAN 152, Folk and Square Dance (For Licensure Only) (1)	
DAN 156 World Dance (1)	
Techniques Electives (2-3)	
HED 282 Prevention and Care of Injuries	2
BIO 322/342 Human Anatomy and Physiology	4
prerequisites: BIO 101/141, General Biology I and lab	

Performance and Choreography Concentration 69 hours

The Dance Core Curriculum	44
DAN 252 Participation in Choreographic Projects	2
DAN 258 Mind/ Body Integration	2
DAN 259 Improvisation II	2
DAN 462 Dance Practicum in Choreography	1
DAN 463 Dance Practicum in Technical Theatre	1
DAN 455 Performing Arts Administration	3
DAN 456 Meredith Dance Theatre	4
Dance Technique	5
above 200 level (Modern (2), Ballet (2), Jazz (1)	
THE 224 Acting 1	3

Private Studio Teaching Concentration 66 hours

The Dance Core Curriculum	44
DAN 355 Creative Arts Touring Company	2
DAN 357 Creative Arts Touring Company Assistantship	1
DAN 464 Dance Practicum in Field Teaching in a Private Studio	2
DAN 455 Performing Arts Administration	3
DAN457 Pedagogy in Dance Technique	1
DAN 463 Practicum in Technical Theatre	1
DAN 761 Theory and Methods of Teaching, K-6	3
DAN 762 Theory and Methods of Teaching, 7-12	3
THE 247 Costuming and Makeup	3
COM 260 Interpersonal Communication	3

Dance Education Concentration 80 hours

The Dance Core Curriculum	44
DAN 355 Creative Arts Touring Company	2
DAN 357 Creative Arts Touring Company Assistantship	1
DAN 761 Theory and Methods of Teaching, K-6	3
DAN 762 Theory and Methods of Teaching, 7-12	3
DAN 763 Reflective Teaching	3
EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 438 Field Experience	1
EDU 441 Introduction to Audio/Visual Materials	1
EDU 471 Reading in the Content Area	1
EDU 439 Observation and Directed Teaching	6
PSY 210 Life Span Developmental Psych or 310 Developmental Psych of Children and Adolescents	3
PSY 312 Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Theatre

Theatre 36 hours

THE 114 Introduction to Theatre	3
THE 224 Basic Acting	3
THE 130-142 Practica (at least three different areas)	3
THE 245 Stagecraft	3
THE 316, 317 History	6
ENG/THE 350 Modern Drama or ENG 355 or 356 Shakespeare	3
THE 490 Project: area of specialization	3
Electives chosen from the following	12
COM 150 Voice and Articulation (3)	
THE 214 Creative Dramatics (3)	
THE 130-142 Theatre Practica(areas of study to be determined in consultation with major adviser) (1-3)	
THE 246 Lighting and Sound (3)	
THE 247 Costume and Makeup (3)	
THE 324 Intermediate Acting (3)	
THE 425 Directing (3)	
THE 496 Seminar in Musical Theatre (3)	
THE 499 Internship (1-3)	

Students majoring in theatre are expected to participate in departmental productions.

K-12 Licensure in Theatre

The general education requirements of the College which much include these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Theatre Licensure Requirements (K-12) 51-53 hours

ART 244 Fundamental Concepts of Art	1
DAN 159 Movement Improvision	2
DAN 244 Fundamental Concepts of Dance	1
MUS 244 Fundamental Concepts of Music	1
THE 114 Introduction to Theatre	3
COM 150 Voice & Articulation	3
THE 214 Creative Dramatics	3
THE 224 Basic Acting	3
THE 130 Performance Practicum	1
THE 137 Stage Management Practicum	1
COM/THE 141 Publicity Practicum	1

THE 245 Stagecraft	3
THE 246 Lighting & Sound	3
THE 247 Costume & Makeup	3
COM 330 Video Production	3
THE 316 317, History of Theatre	6
THE 320 Puppetry	3
THE 350 Modern Drama or ENG 355 or 356 Shakespeare	3
THE 425 Directing	3
THE 496 Seminar in Musical Theatre	3
THE 490 Project: area of specialization	1–3

Professional Education Courses 23 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 467 The Secondary School	3
EDU 450 Reading in the Content Area	1
EDU 241 Introduction to Audio-Visual Materials	1
EDU 236 Literature in Elementary School	2
THE 735 Methods of Teaching Theatre K-12	3
EDU 440 Seminar In Education	1
EDU 490 Observation and Directed Teaching	6

Musical Theatre 68 hours

MUS 100, 101, 202 Theory	9
MUS 150, 151, 252, 253 Ear-Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, or 313 Music History	4
MUA 154, 254 Voice (Study in voice must continue each semester throughout the program)	12
Piano study chosen from the following	2
MUA 040 Beginning Class Piano (1)	
MUS 140 Elementary Key Board (1)	
MUA 044 Preparatory Piano (1-4)	
MUA 144 Piano I (1-4)	
MUS/THE 496 Seminar in Musical Theatre	3
DAN 159 Movement Improvisation	2
DAN 251, 351, or 451 Ballet II, III, or IV	1
DAN 253, 353, or 453 (Modern II, III, or IV)	1
DAN 254, 354, or 454 Jazz II, III, or IV	1
DAN 252 Choreographic Projects or DAN 355 Creative Arts Touring Company	1
DAN 455 Dance Production	3
THE 114 Intro to Theatre	3
THE 224, 324 Acting	6
THE 245 Stagecraft	3
THE 316 Theatre History I	3
ENG/THE 350 Modern Drama	3
COM 150 Voice & Articulation	3
THE 490 Senior Project	1
THE 136 Practicum: Makeup	1
Ensemble experiences in music, theatre, or dance ensembles. These should be distributed among the three disciplines	8

In addition, students are expected to demonstrate proficiency in tap equivalent to that attained by a semester of instruction at the collegiate level.

The K-12 teaching licensure in theatre is designed for those students who wish to pursue the teaching of theatre as a profession. This program will result in licensure by the North Carolina Department of Public Instruction to teach theatre in grades K-12. See specific requirements in the School of Education section that follows.

Minors in Dance and Theatre

Dance 21 Hours

Dance Technique chosen from two of the following categories at or above the 200 level: Ballet, Modern Dance, Jazz	8
DAN 150 Perspectives in Dance	1
DAN 159 Movement Improvisation	2
DAN 256 Dance Composition I	3
DAN 359 Dance History	3
Electives chosen from DAN 200, 250, 252, 255, 257, 258, 259, 352, 355, 356, 357, 452, 455, 456, 761, 762 or 940's (approved by Dance faculty adviser)	4

Theatre 18 hours

THE 114 Introduction to Theatre	3
Approved courses in Theatre	15

—For Dance courses, see page 128.
— For Theatre courses, see pages 174.

The School of Education

Professor Hubbard, Dean; Professors Kratzer, Parker and Weir; Associate Professors Gleason, Graden; Assistant Professors McKinney, Schrock, and Willoughby; Adjuncts Clary, Collier, Joyner, Midgett, Millsaps, Mizelle, Swart, Torgerson and Vincent; Administrative Faculty Stone.

Goals

The School of Education is committed to the development of reflective practitioners able to

- evaluate critically the purposes of education and develop their own philosophy of education;
- explore and evaluate understandings of the nature of the learner, the learning process, and the culture of schooling;
- meet the needs of linguistically, socio-economically, and culturally diverse populations;
- explore the philosophical, cultural, and educational implications of current educational technologies and their potential value in contemporary classrooms;
- be teacher-researchers;
- work creatively and effectively with the content of the school curriculum; and
- assume leadership roles in working collaboratively with teacher colleagues to improve the system of public education.

Courses in the School of Education provide the developing teacher, aspiring social worker, or interested student with the knowledge, skills, and dispositions required to understand, analyze, and participate as leaders in schools. The courses and fieldwork prepare students to be teachers who

- transform content knowledge by building on and integrating knowledge and skills learned in the liberal arts and in the majors with professional knowledge, skills, and dispositions of professional educators;
- provide leadership by participating in and forging community-school partnerships, collaborating with colleagues, and structuring schools/classrooms as communities of learners;
- practice culturally relevant teaching by maintaining high expectations for all students, adapting instruction to support the learning of all students, and celebrating the diversity that all students bring to the learning environment;
- practice teaching strategies that are personal and focused on individuals by understanding student development and learning; adapting instructional strategies to address individual differences and learning preferences; and construct caring contexts that support student exploration and learning;
- engage in reflective teaching by continuously assessing themselves as educators, by adjusting teaching based on reflection, and by participating in continuing staff development and professional organizations; and
- conduct continuous assessment by implementing informal and formal assessments, maintaining sound records of student development, interpreting assessments appropriately based on current knowledge about bias and about the limits of forms of assessment, communicating with students and families, and using this information to plan for teaching.

Toward this end, in courses and in fieldwork, students can expect to actively observe, describe, reflect, analyze, connect, communicate, and act with increasing competence as a teacher.

Meredith offers undergraduate programs leading to the initial North Carolina teaching license. The Master of Education degree leads to a North Carolina graduate license in elementary education, English as a Second Language, or reading. A graduate catalogue which provides complete information about the program can be obtained from the School of Education or from the John E. Weems Graduate School.

In the undergraduate licensure programs a student may choose a teacher education program in addition to her major program of study. Programs are available for the initial N.C. teacher licensure in birth through kindergarten (B-K); elementary education (grades K-6); middle grades education (grades 6-9): language arts, mathematics, science, and social studies; secondary education (grades 9-12); English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12); art, music, dance, english as a second language, theatre, French, Spanish, physical education, and family and consumer sciences education (grades 7-12).

Although there are common elements among the programs, each is a distinctly different program and is designed for a specific purpose. The requirements for each program are described on the following pages.

Admission to **teacher education** is open to both degree and non-degree women students who meet the standards established by the college.

Meredith Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.)

A student who plans to teach should consider the available teacher education programs, confer with her adviser, and select one as early as is feasible but no later than the second semester of the sophomore year.

Students who plan to be middle grades education (6-9) teachers should confer with their advisers and select and declare a major compatible with one of the concentrations available to middle grades education (6-9) students at Meredith. (A second concentration is recommended.)

Students who plan to be secondary education (9-12) teachers, special subject area education (K-12) teachers, or occupational education teachers should confer with their advisers and select and declare a major compatible with the subject area in which they want to be licensed.

After selecting a major and the desired teacher education program, the student should go to the Office of the Registrar and formally declare the major and indicate the desired teacher education program.

The registrar will send a copy of the student's completed Declaration of Major form to the School of Education. Upon receipt of the form, the school will send the student a Teacher Education Handbook, a packet of materials for Admission to Teacher Education and notify the student's adviser. The student should see that the Application for Admission to Teacher Education and all supporting materials are filed with the School of Education as soon as possible. (The specific requirements for completing the Application for Admission to Teacher Education packet are subject to change.) Completion of the application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching. **An applicant's overall grade point average must be 2.50 or above for admission to the program.**

Each completed application is reviewed in the School of Education and the applicant is notified of the admission decision by the dean of the School of Education. An applicant can appeal the admission decision to the vice president for academic affairs by letter.

Non-degree students (students with at least a baccalaureate degree who are enrolled in a program of study that does not lead to a degree awarded by Meredith College but does lead to an initial or additional N.C. teaching license.)

All non-degree students seeking initial North Carolina education licensure or an additional North Carolina education license should contact the Office of the School of Education.

Students with a baccalaureate degree from another institution who are seeking a North Carolina education license through Meredith College must meet teacher competency requirements through a program of study approved by the School of Education. They must take a minimum of 30 semester hours of course work at Meredith, which may include additional courses in general education and will include courses in the specific licensure areas and in professional education. Exceptions to these requirements will be determined on an individual basis by the dean of the School of Education.

A student may take only one-half of the professional education requirements (excluding student teaching) prior to program admission.

Before a student enrolls in a middle, secondary or K-12 methods class, she must be formally admitted to the teacher education program or have the permission of the instructor. If a student has a question about this policy, she should contact the School of Education Office.

Requirements for All Licenses

All college requirements for graduation must be met by each student seeking a N.C. teaching license. Courses taken to meet college graduation requirements are also applicable to specific requirements in all education programs. Prior to student teaching, all students must have a C or P grade or better in all program requirements: general, methods, and practicum courses. A P grade in professional education courses requires a minimum grade of C.

All professional courses taken in the School of Education must be taken for a grade unless specifically designated as Pass/Fail. Preadolescent/ Adolescent Behavior (EDU466) and/or Secondary School (EDU467) may be taken Pass/Fail with permission of the instructor.

Admission to Teacher Education for all programs includes required submission of acceptable scores on the PRAXIS I, Pre-professional Skills Tests (Reading, Writing, Mathematics). The minimum score requirements are established by the State Board of Education and are subject to change.

During or following the semester of student internship, students are required to take the appropriate specialty area tests, PRAXIS II. The minimum score requirements are established by the State Board of Education and are subject to change. All required examinations may be taken more than once. Minimum score requirements are available from the School of Education.

Student Internship Requirements

The following requirements must be met before a student is admitted to the student internship:

1. Meet with the director of the program during the semester prior to block semester. There is a required meeting (date and time to be announced), during which the application for internship placement is reviewed with instructions for its completion.

2. Have an overall GPA of 2.50 or better on a 4-point scale at the end of the semester or summer session prior to the semester in which student teaching is done. Students seeking 6–9, 9–12 or K–12 licenses must have a cumulative GPA of 2.50 or better in their content area courses.

3. Must have observed or have participated with children in the public schools.

4. Demonstrate the achievement of those competencies necessary for effective teaching which have been established by the Department of Public Instruction (DPI) and that have been adopted by the Teacher Education Committee of Meredith College.

5. All students must have a C or P grade or better in all program requirements: general, methods, and practicum courses. A P grade in professional education courses requires a minimum grade of C.

6. Have a physical exam and submit the completed Health Certificate to the School of Education.

7. Speech screening results will be sent to the student and to her academic advisor. Together they will determine if her plan of study should be adjusted. Students and advisors wanting to follow speech screening recommendations should do so prior to the student's internship.

8. Internship placements are made with Wake County Public Schools.

Recommendations

Most professional studies courses, including most methods courses taught in departments other than the School of Education, require extensive school observations/field experiences outside scheduled class hours. Most of these observations occur in a public school setting between the hours of 7:30 a.m. to 3:00 p.m. Planning for these observations should include travel time of 30 minutes each way.

It is strongly recommended that EDU 232 and 234 be taken as first courses, but not in the same semester or prior to the sophomore year.

In order to be recommended for licensure, a student must complete a Professional Teaching Portfolio. A student is to work on this portfolio as she progresses through her planned program of study for obtaining a teaching license. Written guidelines for completing this portfolio are distributed/explained in regularly scheduled required "Orientation to the School of Education" sessions. A student who may not be proficient in word processing, presentation graphics, spreadsheets, or databases is advised to take the appropriate computer classes.

BLOCK semester can be either semester of the senior year, provided all other professional education courses have been satisfactorily completed.

Programs for Licensure

Birth through Kindergarten (B–K) Teacher Education Program

The general education requirements of the College including these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY210 Developmental Psychology or PSY 310 Child and Adolescent Psychology	3
PSY 312 Psychology of Exceptional Individuals (Prerequisite: PSY 100)	3
SOC 335 Race and Ethnic Relations	3

Mathematics 3 hours

MAT 245 Statistics I — Teachers seeking BK licensure have a choice of two statistics courses. They may take this course and meet their general education mathematics requirement, or they may take PSY 200, which does not meet the general education requirement	3

Health and Physical Learning 2 hours

HED 200 First Aid	2

Major Study Program Requirements in an Area Other than Education Variable hours

Professional Education, General 24 hours

EDU 232, Foundations of Education	3
CD 234, Preschool Child	3
CD 334, Infant Development	3
CD 340, Young Children's Learning Environments	3
CD 436, Administration of Programs for Young Children	3
CD 440, Readings in Preschool and Early Intervention	3
PSY 422, Psychological Testing and Evaluation	3
BK 341, Variations in Early Development	3

Professional Education, Methods 21 hours

BK 337, Observations of Young Children	3
BK 342, Practicum	1
BK 465, Teaming, Collaboration, and Consultation	3
CD 336, Preschool Curriculum	4
CD 434, Infant Curriculum	3
CD 438, Supporting and Strengthening Families	3
BK 469, Field Experience (B–K)	1
BK 445, Advanced Curriculum	3

Professional Education, Practicum 12 hours

BK 460, Clinical Internship: Infant-Toddler	3
BK 470, Clinical Internship: Preschool/Kindergarten	3
EDU 490, Observation and Directed Teaching	6

Elementary Teacher Education (Grades K-6) Program

The general education requirements of the College including these specific courses in the following areas:

Literature Elective 3 hours

ENG 206, Survey of American Literature (Prerequisite: ENG 201)	3

Cultural Perspectives Elective 3 hours

HIS 214, American History to 1876, or HIS 314, Colonial American History	3

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Psychology (Prerequisite: EDU 234 or PSY 100)	3
PSY 312, The Psychology of Exceptional Individuals (Prerequisite: EDU 234 or PSY 100)	3

Additional requirement: SOC 335, Race and Ethnic Relations, for students who do not complete all CORE 100, 200, 400 General Education requirements.

Laboratory Science 8 hours

BIO 101/141 General Biology I and Lab	4
GEO 200/240 Earth Science and Lab	4

Data Analysis, Abstract Reasoning and Problem Solving 6 hours

MAT 130, Exploring with Mathematics or MAT 245, Statistics I	3
MAT 144, Functions and Graphs, or MAT 141 College Algebra and MAT 143 Trigonometry or Any calculus course	3-5

Aesthetics and the Arts 4 hours

ART 244 Fundamental Concepts of Art	1
DAN 244 Fundamental Concepts of Dance	1
MUS 244 Fundamental Concepts of Music	1
THE 244 Fundamental Concepts of Theatre	1

Major Study Program Requirements for Area Other than Education Variable hours

Professional Education Requirements for Elementary Education (K-6) Students 38 hours

Professional Education, General 6 hours

EDU 232, Foundations of American Education	3
EDU 234, Educational Psychology	3

Professional Education, Methods 26 hours

EDU 255 Literature in the Elementary School	2
ESS 742 Healthful Living in the Elementary School	3
EDU 300 Introduction to Language Arts (Prerequisite: EDU 255)	2
EDU 241 Introduction to Instructional Media	1
*EDU 359 Science in the Elementary School (Prerequisite: BIO 101 and 141 and GEO 200 and 240)	2
EDU 358 Social Studies in the Elementary School	2
*EDU 401 Mathematics in the Elementary School	3
*EDU 402 Preservice Practicum	1

*EDU 400 Communication Skills in the Elementary School (Prerequisite: EDU 300)	3

In the BLOCK semester (last semester of the Teacher Education Program):

*EDU 443 Teaching in the Elementary School	3
*EDU 440 Seminar in Education	1
*EDU 445 ESL in the Elementary School	1
*EDU 444 The Arts in the Elementary School	2

Professional Education, Practicum 6 hours

*EDU 490, Observation and Directed Teaching	6

*Must be admitted to the Teacher Education Program to enroll.

Middle Grades Teacher Education (Grades 6-9) Program

The general education requirements of the College including these specific courses in the following areas:

Cultural Perspectives Elective 3 hours

EDU 345, Language Minorities in K–12 Classrooms	3

Behavioral and Social Sciences 3 hours

PSY 312, The Psychology of Exceptional Individuals (Prerequisite: EDU 234 or PSY 100)	3

Mathematics 3 hours

MAT 141, College Algebra or MAT 144, Functions and Graphs or any Calculus course	3

Aesthetics and Arts 2 hours

Choose two of four: ART 244, MUS 244, DAN 244, THE 244	2

Health and Physical Learning 2 hours

HED 100, Contemporary Health Issues	2

Major Study Program Requirements in an Area Other than Education Variable hours

Professional Education Requirements for Middle Grades Education (6-9) 28–29 hours

Professional Education, General 6 hours

EDU 232, Foundations of American Education	3
EDU 234, Educational Psychology	3

Professional Education, Methods 10–11 hours

EDU 255, Literature in the Elementary School	2
EDU 300, Introduction to Language Arts	2
EDU 350, Teaching in the Middle School	3
Methods 764 as appropriate to the required concentration	2–3
EDU 241, Introduction to Instructional Media	1

In the BLOCK semester (last semester of the teacher education program):

EDU 440, Seminar in Education	1
EDU 466, Preadolescent and Adolescent Behavior	3
EDU 450, Reading in the Content Areas	2
EDU 467, Secondary School (Optional)	3

Professional Education, Practicum 6 hours

EDU 490, Observation and Directed Teaching	6

A concentration chosen from communication skills, mathematics, science, or social studies. Two concentrations are recommended. Requirements for each concentration follow.

Requirements for Licensure in 6-9 with a Communication Skills Concentration

The general education program requirements of the College
The specific requirements within the general education program for 6-9
Major study program in an area other than education

Concentration in Communication Skills 27 hours

ENG 111, Principles of Writing	3
ENG 201, Major British Authors OR ENG 200, Texts and Contexts	3
ENG 206, Survey of American Literature	3
ENG 175, Grammar	1
ENG Literature elective	3
ENG 358, Advanced Composition: Expository and Technical	3
ENG 240 Introduction to Film	3
EDU 450, Reading in the Content Areas	2
COM 225, Fundamentals of Public Speaking	3
ENG 764, The Teaching of English	2
ENG 765, Practicum in Teaching of English	1

Requirements for Licensure in 6-9 with a Mathematics Concentration

The general education program requirements of the College
The specific requirements within the general education program for 6-9
Major study program in an area other than education

A Concentration in Mathematics 25-28 hours

MAT 144 Functions and Graphs	3
MAT 211 Calculus I	4
MAT 220 Linear Algebra or MAT 212 Calculus II	3-4
MAT 250 Mathematical Reasoning	2
MAT 245 Statistics I	3
MAT 264 Topics in Mathematics for Middle Grades (6-9) Licensure	1-2
MAT 334 Modern College Geometry	3
CIS modules or CSC 201 Computer Science with Java	3-4
MAT 764, Methods of Teaching Middle/ Secondary Mathematics	3

Requirements for Licensure in 6-9 with a Science Concentration

The general education requirements of the College
The specific requirements within the general education program for 6-9
A major study program in an area other than education

A Biology concentration including the following 22 hours:

BIO 101/141 General Biology I and Lab 4
BIO 102/142 General Biology II and Lab 4
CHE 111/141 General Chemistry I and Lab 4
PHY 100, Principles of Physical Science 3
GEO 200/240 Earth Science 4
SCI 764 The Teaching of Science 3

Requirements for Licensure in 6-9 with a Social Studies Concentration

The general education requirements of the College
The specific requirements within the general education program for 6-9
A major study program in an area other than education

A concentration in Social Studies 21 hours

HIS 101 Emergence of Western Civilization or
HIS 102 Modern Western Civilization .3
HIS 215 American History Since 1876 3
HIS 224 Introduction to Asian History 3
HIS 520 North Carolina History 3
ECO 100 Principles of Macroeconomics or
ECO 274 Consumer Economics 3
GEO 205 World Regional Geography .3
POL 100 American Political Systems or
POL 210 International Politics 3
HIS 764, The Teaching of Social Studies 3

In addition to the above, the following courses are strongly recommended:

HIS 308, Twentieth Century Europe (3)
GEO 368, Political Geography (3)

Grades 9-12 Programs

The general education requirements of the College, including these specific courses in the following areas:

Behavioral and Social Sciences 6 hours

PSY 312 Psychology of Exceptional Individuals 3
(Prerequisite: EDU 234 or PSY 100)
SOC 335 Race and Ethnic Relations 3
(Students should take EDU 232 first)

The major study requirements Variable hours

Professional Education, General 24 hours

EDU 232 Foundations of American Education 3
EDU 234 Educational Psychology 3
METHODS 764 3
The BLOCK Courses
EDU 440 Seminar in Education 1
EDU 490 Observation and Directed Teaching (9-12) 6
EDU 241 Introduction to Instructional Media 1
(can be taken prior to BLOCK upon approval of faculty adviser)
EDU 466 Preadolescent and Adolescent Behavior 3
EDU 467 The Secondary School 3
EDU 450 Reading in the Content Areas .2

Additional Program Requirements for area of licensure (See specific requirements below).

Program Requirements for Secondary Teacher Education (9-12) in Biology

B. A. in Biology with 9-12 Licensure

Grades 9-12 Program Requirements

A biology concentration including the following:

BIO 101/141 General Biology I and Lab 4
BIO 102/142 General Biology II and Lab 4
BIO 211/241 Plant Biology and Lab 4
BIO 222/242 Invertebrate Zoology and Lab 4
BIO 254 Evolution of Biological Systems 3
BIO 499 Senior Research 3
CHE 111/141 General Chemistry I and Lab 4
CHE 112/142 General Chemistry II and Lab 4
CHE 221/241 Organic Chemistry I and Lab 4
GEO 200/240 Earth Science and Lab 4
PHY 100 Principles of Physical Science 3
MAT 245 Statistics I 3
SCI 764 The Teaching of Science 3

In addition, all requirements must be met as stated by the School of Education for the secondary teacher education program.

B. S. in Biology with 9-12 Licensure

Grades 9-12 Program Requirements

A biology concentration including the following:

BIO 101/141 General Biology I and Lab 4
BIO 102/142 General Biology II and Lab 4
BIO 211/241 Plant Biology and Lab 4
BIO 222/242 Invertebrate Zoology and Lab 4
BIO 254 Evolution of Biological Systems 3
BIO 352 Symbiology 3
BIO 499 Senior Research 3
CHE 111/141 General Chemistry I and Lab 4
CHE 112/142 General Chemistry II and Lab 4
CHE 221/241 Organic Chemistry I and Lab 4
CHE 222/242 Organic Chemistry II and Lab OR
CHE 436/446 Biochemistry and Lab 4
GEO 200/240 Earth Science and Lab 4
PHY 211/241 General Physics I and Lab 4
PHY 212/242 General Physics II and Lab 4
MAT 211 Calculus I 4
MAT 245 Statistics I 3
SCI 764 The Teaching of Science 3

In addition, all requirements must be met as stated by the School of Education for the secondary teacher education program.

Program Requirements for Secondary Teacher Education (9-12) in Chemistry

B.A. in Chemistry with 9-12 Licensure

Grades 9-12 Program Requirements

A chemistry major including the following:

CHE 111/141 General Chemistry I and Lab	4
CHE 112/142 General Chemistry II and Lab	4
CHE 221/241 Organic Chemistry I and Lab	4
CHE 222/242 Organic Chemistry II and Lab	4
CHE 350 Quantitative Analytical Chemistry	4
CHE 490 Seminar	1
Chemistry Electives including 6 additional hours in chemistry numbered 200 or above	12
MAT 211 Calculus I	4
PHY 211/241 General Physics I and Lab	4
PHY 212/242 General Physics II and Lab	4
SCI 374, The Teaching of Sciences	3
Additional hours chosen from the following:	6
mathematics (200 level or above)	
biology (200 level or above)	
chemistry (200 level or above)	
physics (200 level or above)	

B.S. in Chemistry with 9-12 Licensure

Grades 9-12 Program Requirements

A chemistry major including the following:

CHE 111/141 General Chemistry I and Lab	4
CHE 112/142 General Chemistry II and Lab	4
CHE 221/241 Organic Chemistry I and Lab	4
CHE 222/242 Organic Chemistry II and Lab	4
CHE 350 Quantitative Analytical Chemistry	4
CHE 420 Chemical Thermodynamics and Kinetics	3
CHE 430 Atomic and Molecular Structure	3
CHE 490 Chemistry Seminar	1
CHE 499 Research	1
Chemistry Electives	8
MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 354 Differential Equations	3
PHY 211/241 General Physics I and Lab	4
PHY 212/242 General Physics II and Lab	4
BIO 101 General Biology I	3
SCI 374 The Teaching of Sciences	3

Program Requirements for Secondary Teacher Education (9-12) in English

Grades 9-12 Program Requirements

ENG 111 Principles of Writing	3
ENG 175 Grammar	1
ENG 201 Major British Authors	3
ENG 202 Development of English Literature	3
ENG 206 Survey of American Literature	3
ENG 240 Introduction to Film	3
ENG 270 Introduction to Literary Research	3
ENG 330 African-American Writers	3
ENG 351 Old English	3
ENG 358 Advanced Composition	3
ENG 499 or 498 Thesis	1
ENG 764 The Teaching of English	2
ENG 765 Practicum in Teaching of English	1
One course in world literature which is not American or British	3
One seminar (ENG 357, 359, 360 or 495)	3
One course in Shakespeare (ENG 355 or 356)	3
One course in 18th or 19th century (ENG 340, 365, 367, or 368)	3
One course in 20th century (ENG 335, 345, 350, 364, 370 or 371)	3

Prospective teachers are strongly urged to take one course in communication or theatre.

Program Requirements for Secondary Teacher Education (9-12) in Mathematics

Grades 9-12 Program Requirements

MAT 144 Functions and Graphs	3
MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 245 Statistics I	3
MAT 250 An Introduction to Mathematical Reasoning	2
MAT 313 Calculus III	3
MAT 321 Modern Abstract Algebra	3
MAT 334 Modern College Geometry	3
MAT 340 Mathematical Probability and Statistics	3
MAT764, The Teaching of Mathematics	3
Choose from the following:	3
CIS modules (3)	
CSC 201, Computer Science I with Java (4)	

Program Requirements for Secondary Teacher Education (9-12) in Social Studies

Grades 9-12 Program Requirements

HIS 101 Emergence of Western Civilization	3
HIS 102 Modern Western Civilization	3
HIS 214 American History to 1876	3
HIS 215 American History Since 1876	3
ECO 101 Microeconomic Principles	3
POL 100 American Political System	3
HIS 764 The Teaching of Social Studies	3
Non-Western History chosen from the following:	6
HIS 200 Introduction to Latin America (3)	
HIS 224 Introduction to Asian History (3)	
HIS 310 Modern China (3)	
HIS 325 Asian Civilizations (3)	
or from special studies courses that may be offered in the history of Africa and the MiddleEast and other non-Western areas	
Twentieth century history selected from the following:	3
HIS 308, Twentieth Century Europe (3)	
POL 309, The Politics of the Vietnam War (3)	
HIS 319, Contemporary American History Since 1945 (3)	
HIS 330, U.S. and World History (3)	

Geography course selected from the following: 3
  GEO 205 World Regional Geography (3)
  GEO 326 Environmental Resources (3)
  GEO 322 Economic Geography (3)
  GEO 368 Political Geography (3)
Courses selected from the following or from the GEO courses above: 12
  ECO 100 Macroeconomic Principles (3)
  POL 300 Law and Society (3)
  POL 301 The Constitution and the Rights of Americans (3)
  POL 340 State and Local Political Systems (3)
  SOC 230 Principles of Sociology (3)
  SOC 335 Race and Ethnic Relations (3)
  Or approved electives from anthropology, economics, human geography, politics, or sociology.

Workforce Development Teacher Education Program: Teaching family and consumer sciences

The general education requirements of the College which must include these specific courses in the following areas:

Behavioral and Social Sciences 6 hours
PSY 312 Psychology of Exceptional Individuals 3
(Prerequisite: EDU 234 or PSY 100)
SOC 335 Race and Ethnic Relations 3

The major study requirements

Professional education and related courses as follows:
EDU 232 Foundations of American Education 3
EDU 234 Educational Psychology 3
EDU 350 Teaching in The Middle School 3
EDU 440 Seminar in Education 1
EDU 490 Observation and Directed Teaching (9-12) 6
EDU 241 Introduction to Instructional Media 1
EDU 466 Preadolescent and Adolescent Behavior 3
EDU 467 The Secondary School 3
EDU 450 Reading in the Content Areas 1-3
FCS 764 Methods of Teaching FCS 3

Minimum semester hours in Family and Consumer Sciences courses: 48 semester hours chosen from the following:

Child Development 9 hours

CD 234 Preschool Child 3
CD 335 Marriage and Family Relationships 3
CD 436 Administration of Programs for Young Children 3

Clothing and Fashion Merchandising 6 hours

FMD 115 Beginning Clothing Construction 3
FMD 418 Textiles 3

Foods and Nutrition 12 hours

FN 124 Principles of Food 3
FN 326 Meal Management 2
FN 227 Nutrition 3
FN 327 Institutional Foods 3
FN 328 Food Service Equipment 1

Interior Design and Housing 6 hours

ID 245 Housing 3
ART 144 Interior Design I 3

Consumer Resource Management 6 hours

FCS 355 Family Resource Management 3
FCS/ECO 274 Consumer Economics 3
Additional required courses 9 hours
  FCS 765 Methods of Teaching Family and Consumer Sciences 3
  HED 100 Contemporary Health Issues 2
  FCS 490 Professional Symposium 1
  Electives chosen from the following: 3
    CD 438 Supporting and Strengthening Families (3)
    FMD 316 Tailoring (3)
    FMD 417 Apparel Design (3)
    ID 246 Interior Design Materials (3)

Special Subject Area Teacher Education (Grades K-12) Programs

Program Requirements for K-12 Licensure in Art

The general education requirements of the College including these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development 3
PSY 312 The Psychology of Exceptional Individuals 3
SOC 335 Race and Ethnic Relations 3

The Art Core Curriculum 22-24 hours

ART 100 Theory and Practice of Visual Arts 2
ART 101 Drawing I 3
ART 105 2-D Design 3
ART 206 Color Theory 3
ART 221 Art History Survey I 3
ART 222 Art History Survey II 3
ART 324 Topics in Modern Art History 3
ART 494 Senior Project 1-3
ART 495 Portfolio Photography 1

Other Required Art Courses 24 hours

ART 160 Ceramics 3
ART 201 Drawing II 3
ART 207 Three-Dimensional Design 3
ART 210 Painting 3
ART 270 Fibers or ART 275 Metals 3
ART 365 Sculpture 3
ART 350 Printmaking 3
Art History elective 3

Professional Education Course 24 hours

ART 734 Theory and Methods of Teaching Art Pre-K-5	3
ART 735 Theory and Methods of Teaching Art 6-8	3
ART 736 Theory and Methods of Teaching Art 9-12	3
EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 241 Introduction to Instructional Media	1
EDU 490 Observation and Directed Teaching	6
EDU 450 Reading in the Content Areas	2

Program Requirements for K-12 Licensure in Dance

The general education requirements of the College including these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

The Dance Core Curriculum 44 hours

DAN 150 Perspectives in Dance	1
DAN 159 Improvisation I	2
DAN 250 Movement Fundamentals	2
DAN 255 Movement Fundamentals Lab	1
DAN 257 Music for Dance	2
DAN 200 Dance Appreciation	3
DAN 256 Composition	3
DAN 350 Movement Fundamentals II	3
DAN 352 Dance Repertory	2
DAN 355 Creative Arts Touring Company	2
DAN 356 Dance Composition II	3
DAN 357 Creative Arts Touring Company/Assistantship	1
DAN 359 Dance History	3
BIO 322/342 Human Anatomy and Physiology	4
HED 282 Prevention and Care of Movement Injuries	2

Dance Technique—total of 10 credits to include
Modern II, III, and/or IV (4)
Ballet II, III, and/or IV (2)
Jazz II, III, and/or IV (1)
Technique **Electives** (3) (Dance Education should include DAN 152, Folk and Square)

Professional Education Courses 25 hours

EDU 232 Foundations of American Education	3
EDU 234 Education Psychology	3
DAN 761 Theory/Methods of Teaching Dance, K-6	3
DAN 762 Theory/Methods of Teaching Dance, 7-12	3
DAN 763 Reflective Teaching	3
EDU 440 Seminar in Education	1
EDU 241 Introduction to Instructional Media	1
EDU 450 Reading in the Content Area	2
EDU 490 Observation and Directed Teaching	6

Program Requirements for K-12 Licensure in Teaching English as a Second Language

The general education requirements of the College which must include these specific courses in the following areas:

HIS 103 The World in the 20th Century	3
REL 102 World Religions	3

Cultural Perspectives 3 hours

COM 390 Intercultural Communication	3

Literature elective 3 hours

ENG 335 20th Century World Literature	3

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Required Courses 4 hours

ENG 175 English Grammar	1
ENG 505 Study of Linguistics	3

Professional Studies 36 hours

EDU 232 Foundations of Education	3
EDU 234 Educational Psychology	3
EDU 255 Literature in the Elementary School	3
EDU 241 Intro to Instructional Media	1
EDU 300 Introduction to Language Arts	2
EDU 345 ESL in K-12 Classrooms	3
EDU 400 Communication Skills	3
EDU 745 Intro to Methods of Teaching ESL	3
EDU 467 The Secondary School	3
EDU 440 Seminar in Education	1
EDU 466 Pre-Adolescent and Adolescent Behavior	3
EDU 450 Reading in the Content Areas	2
EDU 490 Observation and Directed Teaching	6

Program Requirements for K-12 Licensure in Music

General Education Requirements 39-48 hours

CORE 100 The Context of Culture	4
CORE 200 Cultural Connections	0-3
CORE 400 Global Perspectives	3
ENG 111 Principles of Writing	3
ENG 200 Texts and Contexts	3
HIS 101, 102 or 103	3
REL 101, 102, 103, 104 or 105	3
Mathematics	3
Foreign language	0-6
Laboratory science	4
Science in Society elective	3
SOC 335 Race and Ethnic Relations	3
PSY 312 Psychology of Exceptional Individuals	3
Four physical education activity courses or one health education course and two physical education activity courses	4

Threads: 2 writing, 1 ethics, 1 oral communication, 1 information retrieval
Experiential Learning: one approved EL experience and 12 cultural events
Competency requirement: fundamental computer skills

Education courses 21 hours

MUS 720 Materials and Methods Elementary	2
MUS 721 Materials and Methods Middle	2
EDU 234 Educational Psychology	3
EDU 232 Foundations of American Education	3
EDU 490 Student Teaching (Block)	6
EDU 241 Intro to Instructional Media	1
EDU 450 Reading (Block)	2

Courses chosen from one of the following emphases: 64 hours

Music courses for Choral/General Emphasis

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUA 060 String Instruments	2
MUA 068 Guitar Lab	1
MUA 070 Woodwind Instruments	2
MUA 080 Brass and Percussion Instruments	2
MUS 300 and 301 Conducting	4
MUS 304 Instrumentation	1
MUS 308 Choral Arranging	2
MUS 722 Materials and Methods Secondary	2
Principles Applied Study	14
Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective.	
Secondary applied study(ies)	3
MUS 491 Graduation Recital	1
Ensembles	7 semesters
Keyboard proficiency	

Music courses for Instrumental Emphasis

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUA 060 String Instruments	2
MUA 068 Guitar Lab	1
MUA 070 Woodwind Instruments	2
MUA 080 Brass and Percussion Instruments	2
MUS 300 and 302 Conducting	4
MUS 304 instrumentation	1
MUS 306 Orchestration	2
MUS 723 Materials and Methods Instrumental	2
Principles Applied Study	14
Secondary applied study(ies) (must include 1 hour of voice.)	2
MUS 491 Graduation Recital	1
Instrumental ensembles	7 semesters
Keyboard proficiency	

Program Requirements for K-12 Licensure in Physical Education

The general education requirements of the College which must include these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or	
PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

The Physical Education Core Curriculum 34 hours

HED 100 Contemporary Health Issues	2
HED 200 First Aid	2
BIO 322/342 Human Anatomy and Physiology and Lab	4
prerequisites: BIO 101/14 General Biology I and Lab*	
ESS 200 Foundations of Physical Education, Sport and Fitness	3
ESS 220 Principles of Strength Training and Conditioning	2
ESS 255 Lifespan Motor Development	3
ESS 300 Issues and Management of Sport and Physical Education	3
ESS 475 Motor Learning and Skill Performance	3
ESS 320 Assessment in Physical Education, Sport and Fitness	3
ESS 482 Kinesiology	3
ESS 485 Exercise Physiology	3
ESS 487 Exercise Physiology Lab	1
ESS 460 Senior Seminar	2

Theory and Practice of Skill Acquisition 9 hours

ESS 210 Selected Sports Activities	1
ESS 215 outdoor Leisure Activities	1
PED 110, 125, 210, 310 or swimming proficiency	1
PED 120, 121, 122, 126 (physical fitness activities)	1
PED 141, 241 (badminton)	1
PED 146, 246, 346, 476 (tennis)	1
PED 152, folk and Square Dance	1
PED 161, 162, 163, 164 (select two different)	2

* All activity courses (any courses with a PED/DAN prefix) taken to fulfill the requirements for the Exercise and Sports Science major must be taken for a grade.

Teaching Physical Education 9 hours

ESS 743 Teaching P.E.in the Elem.School for the Physical Educator	3
ESS 745 Teaching P.E.in the Middle and Secondary School	3
ESS 746 Teaching P.E. for Individuals w/ Special Needs (K–12)	3

Professional Education Courses 16 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 440 Seminar in Education	1
EDU 241 Introduction to Instructional Media	1
EDU 450 Reading in the Content Areas	2
EDU 490 Observation and Directed Teaching	6

Program Requirements for K-12 Licensure in Theatre

The general education requirements of the College which much include these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or	
PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Theatre Licensure Requirements (K-12) 51-53 hours

ART 244 Fundamental Concepts of Art	1
DAN 159 Movement Improvision	2
DAN 244 Fundamental Concepts of Dance	1
MUS 244 Fundamental Concepts of Music	1
THE 114 Introduction to Theatre	3
COM 150 Voice & Articulation	3
THE 214 Creative Dramatics	3
THE 224 Basic Acting	3
THE 130 Performance Practicum	1
THE 137 Stage Management Practicum	1
COM/THE 141 Publicity Practicum	1
THE 245 Stagecraft	3
THE 246 Lighting & Sound	3
THE 247 Costume & Makeup	3
COM 330 Video Production	3
THE 316 317, History of Theatre	6
THE 320 Puppetry	3
THE 350 Modern Drama or ENG 355 or 356 Shakespeare	3
THE 425 Directing	3
THE 496 Seminar in Musical Theatre	3
THE 490 Project: area of specialization	1–3

Professional Education Courses 24 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 467 The Secondary School	3
EDU 450 Reading in the Content Area	2
EDU 241 Introduction to Instructional Media	1
EDU 255 Literature in Elementary School	2
THE 735 Methods of Teaching Theatre K-12	3
EDU 440 Seminar In Education	2
EDU 490 Observation and Directed Teaching	6

Program Requirements for K-12 Licensure in French or Spanish

The general education requirements of the College which must include these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or	
PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Professional Education Courses 26 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
FL 764 The Teaching of a Foreign Language in the Elementary, Middle, and Secondary Schools	4
EDU 440 Seminar in Education	1
EDU 241 Introduction to Instructional Media	1
EDU 466 Preadolescent, Adolescent Behavior	3
EDU 467 The Secondary School	3
EDU 450 Reading in Content Areas	2
EDU 490 Observation and Directed Teaching	6

French or Spanish licensure requirements as listed below. 32 hours

French Licensure Requirements

FRE 205 Intermediate French I	3
FRE 206 Intermediate French II	3
FRE 304 French Civilization	3
FRE 305 Phonetics and Phonology	3
FRE 306 Advanced Grammar, Composition and Linguistics	3
FRE 307 Advanced Conversation	3
FRE 364 Discoveries in French Literature I	3
FRE 365 Discoveries in French Literature II	3
FRE 350 Seminar (2 semesters)	2
Electives chosen from the following:	6
FRE 301 Business French (3)	
FRE 308 Francophone Literature (3)	
FRE 309 French Women Writers (3)	

FRE 300 Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as elective.)

Spanish Licensure Requirements

SPA 205 Intermediate Spanish I	3
SPA 206 Intermediate Spanish II	3
SPA 303 Civilization of Spain, OR	
SPA 304 Spanish American Civilization	3
SPA 305 Phonetics and Phonology	3
SPA 306 Advanced Grammar, Composition and Linguistics	3
SPA 307 Advanced Conversation	3
SPA 350 Seminar (2 semesters)	2
Electives chosen from the following:	12
SPA 308 Readings in Hispanic Literature (3)	
SPA 351 The Development of Poetry (3)	
SPA 352 The Development of Theater (3)	
SPA 353 The Development of Short Fiction (3)	
SPA 354 The Dev.of Long Narrative in Spanish Literature (3)	

SPA 300 Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as elective.)

900 level courses in French and Spanish can be substituted for 300 level courses. Substitutions for required literature courses are also possible. See department head for information and approval.

Title II Federal Report 2002–2003

I. PRAXIS Data — Student Interns

- Meredith College overall pass rate is 100%.
- 34 Meredith College student interns attempted the Elementary Education (K-6) Exams with a 100% pass rate.

II. Program Information

- Number of students enrolled in teacher education during the 2002–2003 school year — 225
- Number of students in supervised student teaching for the same period — 83
- Supervising Faculty—full time in professional education — 5
- part time, employed full time by Meredith College — 11
- part time, not otherwise employed by Meredith College—7
- Total number of Supervising Faculty — 18
- Student to Faculty Ratio — 4:6
- Student teachers average 30 hours per week in schools during the ten-week student teaching period for a total of 300
- The Teacher Preparation Program at Meredith College is fully accredited by both NCATE and the North Carolina Department of Public Instruction.
- The Teacher Preparation Program at Meredith College is not designated as low-performing.

—For Education courses, see page 132.

English

Professor Grathwohl, Head; Professors English, Gilbert, Jackson, Walton, and Webb; Associate Professors Colby, Duncan, and Pearce; Assistant Professors Britt, and Johnson; Writer-in-residence Newton; Adjuncts Boone, Hogan, Melbourne, Quinn, Rosser, and Wofford.

The courses offered by the Department of English are designed to foster in every student

- the ability to read critically and to think logically and independently;
- skills in speaking and writing;
- an understanding of and appreciation for the English language;
- an understanding of the power and responsible uses of rhetoric;
- an appreciation for and enjoyment of various genres of literature and film;
- an awareness of the cultures from which this literature has come; and
- an appreciation of human values.

We hope that as a result of her experiences in these courses a student will continue her own education — reading widely, thinking critically, and working to improve her speaking and writing.

In addition, the curriculum for English majors is designed to give them

- an historical sense of the development of literature in the English language from its beginnings to the present; and
- a knowledge of the themes and approaches of major writers in English.

Career Directions

A major in English may prepare a student for a variety of careers: positions in business, libraries, museums, and churches; journalism, technical writing, and editing; teaching and school administration; personnel work and counseling; and free-lance writing. A major in English also prepares the student for graduate work in English and related fields and is recommended as preprofessional training for law and business.

Resources

Alumnae gifts honoring professors Norma Rose and Mary Lynch Johnson have funded endowed professorships in their names. These professorships allow English faculty to invite eminent poets, writers, and scholars to campus for lectures and discussions with students, and they enrich teaching and scholarship in English by supporting research, travel, and the purchase of books and films.

Students who wish more advanced study and research in literature should consult with the department head and arrange for it through the special studies option listed on page 67. Students may elect courses through the Cooperating Raleigh Colleges.

ENG 111 with a "C" or better is a prerequisite for all other courses in English; ENG 200 is a prerequisite for all other literature courses in the department.

Major in English 34-36 hours

ENG 111 Principles of Writing	3
ENG 200 Texts and Contexts	3
ENG 206 Survey of American Literature	3
ENG 270 Literacy Research/Critical Theory	3
ENG 498 Honors Research Project or ENG 499 Research Project	1-3
One chosen from the following	3
ENG 202 Dev. Of English Literature (3)	
ENG 330 African-American Writers (3)	
One chosen from the following	3
ENG 351 Old English (3)	
ENG 352 Chaucer (3)	
One chosen from the following	3
ENG 355 Shakespeare (3)	
ENG 356 Shakespeare (3)	
One chosen from the following	3
ENG 340 Dev. of the British Novel (3)	
ENG 365 English Poetry Romantic Period (3)	
ENG 367 English Lit.Victorian Period (3)	
ENG 368 English Lit. of 18th Century (3)	

One chosen from the following 3
  ENG 335 20th C. World Lit in Translation (3)
  ENG 345 Irish Renaissance (3)
  ENG 350 Modern Drama (3)
  ENG 364 20th C. Poetry in English (3)
  ENG 370 20th C. Prose Through1945 (3)
  ENG 371 20th C. Prose After 1945 (3)
One Seminar chosen from the following .3
  ENG 357 Seminar in 17th C. Poetry (3)
  ENG 359 Seminar In Amer. Women Writers (3)
  ENG 360 Seminar in Southern Writers (3)
  ENG 495 Seminar in European Literature (3)
Elective 300 Level or above chosen from courses including ENG 358 3

When choosing courses, an English major must include one poetry course and one American course beyond ENG 206. No credit in English is given for ENG 764.

Minors in English and Professional Writing

English 18 hours
English electives beyond ENG 111 and 112 9
English electives at the 300 or 400 level 9

Professional Writing and Presentation Media 18 hours
ART 140 Intro to Graphic Communication 3
COM 225 Public Speaking 3
ENG 358 Advanced Composition 3
A writing course chosen from the following 3
  BUS 344 Business Communications (3)
  ENG 235 Writing of Poetry (3)
  ENG 236 Writing of Fiction (3)
  ENG 245 Introduction to Journalism (3)
  ENG 247 Copy-Editing (3)
  or special topics in publication
Electives chosen from the following 6
  ART 105 Two Dimensional Design (3)
  ART 130 Photography (3)
  ART 230 Photography II (3)
  ART 245 Typography & Layout (3)
  BUS 260 Principles of Marketing (3)
  BUS 466 Sales Management (3)
  BUS 467 Advertising & Sales Promotion (3)
  BUS 468 Marketing Mgmt. & Planning (3)
  COM 330 Video Production (3)
  COM 400 Special Topics in Comm (3)
  COM 350 Business & Prof. Comm (3)
  COM 360 Writing for the Media (3)
  CIS 120 Spreadsheets (1)
  CIS 140 Databases (1)
  CIS 154 Creating Pages for the WWW (1)

Professional Writing and Presentation Media minors must demonstrate competence in two CIS topics. Internships (ENG 930) are open to juniors and seniors for one to four hours of elective credit.

Teacher licensure is available in B-K, K-6, 6-9 communication skills concentration and 9-12 English. See licensure requirements in the School of Education listing.

— For English courses, see page134.

Foreign Languages and Literatures

Professor Thomas, Head; Professors Pitts and Reiss; Assistant Professors Billat, Concha-Chiaraviglio, Machelidon, and Maldonado-DeOliveira; Instructor Holland; Adjuncts Bell, Cox, Gaffer, Isleem and Kube.

The Department of Foreign Languages and Literatures offers a major in French and Spanish, three years of German, two years of Italian and Latin (with some advanced work) and introductory Arabic and Chinese. The purpose of the Department of Foreign Languages and Literatures is to promote excellence in the undergraduate foreign language program by

- ensuring that students at every level acquire competence in the skills of listening, speaking, reading, and writing;
- ensuring that students gain extensive and competent undergraduate knowledge of a foreign language literature as a requirement for their major;
- ensuring that students understand the targeted foreign culture and civilization, gaining a greater appreciation of those cultures and of their own culture in order to make them tolerant world citizens;
- helping students become productive, contributing world citizens;
- assisting and advising students and graduates to seek or continue employment which involves the use of a foreign language;
- preparing licensure candidates for effective, competent classroom teaching; and
- incorporating instructional technology into classes to help students explore the target language through the use of all available technical resources.

Advanced Placement and Competency

Foreign Language competency at the intermediate-mid level is a graduation requirement at Meredith. To satisfy this requirement, you are encouraged to build on your knowledge of the foreign language you studied in high school by taking the appropriate foreign language courses early in your college career. The department will place you at the appropriate level of a foreign language on the basis of high school units.

However, if you have had three or more years of Spanish, French, German, Italian or Latin, or if you have learned the language fairly well through other life experience, your skill level should be assessed during early registration or orientation through a placement test. Depending on the results of the placement test, the department will either place you in the level most appropriate for you or determine that you qualify to take the competency test.

If the competency test is recommended and you complete it successfully, you will not be required to take additional foreign language courses. At the same time, the department encourages you to pursue your study of a foreign language beyond the requirement. When you complete two 3-hour language courses at the 300 level with a grade of C or better, the Registrar will award you six hours of credit for courses "skipped" on the intermediate level (205-206). You will then have earned a total of 12 credit hours in the language you studied and may wish then to earn a minor or major.

The foreign language requirement can never be waived except for students whose native language is not English.
Foreign language students who wish further study in languages other than French and Spanish should consult with the department head and arrange for it through special studies options, such as those listed on page 41.

Students may also elect to take courses at other CRC (Cooperating Raleigh Colleges) institutions. Students of German may arrange for a contract major in consultation with the department head.

Majors are advised to study a second language as a related field and are urged to take advantage of the overseas study programs offered through the department and the College. It is strongly recommended that majors work as assistants in the department for two to three semesters or longer. Future teachers are particularly encouraged to pursue an internship as these become available.

Majors in Foreign Languages

French 35 hours

FRE 205 Intermediate French I or placement 0–3
FRE 206 Intermediate French II or placement 0–3
FRE 304 French Civilization 3
FRE 305 French Phonetics and Phonology 3
FRE 306 Adv. Grammar, Comp, Linguistics 3
FRE 307 Advanced Conversation 3
FRE 350 French Seminar 2
FRE 364 Discoveries in French Literature I 3
FRE 365 Discoveries in French Literature II 3
HIS 102 Modern Western Civilization 3
Electives chosen from French courses above
the 100 level 6–12

Spanish 35 hours

SPA 205 Intermediate Spanish I or placement 0–3
SPA 206 Intermediate Spanish II or placement 0–3
SPA 303 Civilization of Spain or
SPA 304 Spanish American Civilization 3
SPA 305 Spanish Phonetics & Phonology .3
SPA 306 Adv. Grammar, Comp., Linguistics 3
SPA 307 Advanced Conversation 3
SPA 350 Spanish Seminar 2
Four courses chosen from the following 12
    SPA 308 Readings in Hispanic Literature (3)
    SPA 351 The Development of Poetry (3)
    SPA 352 The Development of Theatre (3)
    SPA 353 Development of Short Fiction (3)
    SPA 354 Development of Narrative (3)
HIS 102 Modern Western Civilization Or
HIS 200 Intro to Latin-American History .3
Elective chosen from Spanish courses above the 100 level 0–6

Substitution for Spanish literature courses can be made with the approval of the department head.

Minors in Foreign Languages

French 18 hours

FRE 205 Intermediate French I 3
FRE 206 Intermediate French II 3
FRE 304 French Civilization 3
FRE 305 French Phonetics & Phonology .3
FRE 306 Adv. Grammar, Comp., Linguistics 3
Elective chosen from French 300 level courses 3

German 18 hours

GER 205 Intermediate German I 3
GER 206 Intermediate German II 3
GER 306 Advanced German Grammar 3
GER 307 Advanced Conversation 3
GER 366 Advanced German Reading 3
Elective chosen from German 300 level courses 3

Italian 18 hours

ITA 205 Intermediate Italian I 3
ITA 206 Intermediate Italian II 3
Electives chosen from the following 9
    ART 221 Western Art: Ancient-Early Renaissance (3)
    ART 222 Western Art: Renaissance-Modern (3)
    ART 323 Topics in Art History (3)
    HIS 307 Greek and Roman History (3)
    LAT 205 Intermediate Latin I (3)
    LAT 206 Intermediate Latin II (3)
    Study in Italy
Electives approved by adviser 3

Some courses must be taken either at North Carolina State University or through study abroad.

Spanish 18 hours

SPA 205 Intermediate Spanish I 3
SPA 206 Intermediate Spanish II 3
SPA 303 Civilization of Spain OR
SPA 304 Spanish American Civilization 3
SPA 305 Spanish Phonetics & Phonology .3
SPA 306 Adv. Grammar, Comp., Linguistics 3
SPA 307 Advanced Conversation or a
300 level Spanish elective 3

Teacher licensure is available in K-12 in French and Spanish. See licensure requirements in the School of Education listing.

— *For Foreign Language courses, see page 86.*
— *For French courses, see page 141.*
— *For German courses, see page 143.*
— *For Italian courses, see page 148.*
— *For Latin courses, see page 149.*
—*For Spanish courses, see page 171.*

Health, Exercise and Sports Science

Professor Campbell, Head; Professor Chamblee; Associate Professor Brown; Assistant Professors Eschbach, Malley, Myers and Winfrey-Kovell; Instructor Rairigh; Adjuncts Drury-Rohner, Hankin, Hatchell, Huffman, Katschkowsky, Kosey, Kovell, Olevsky, Pashby, Raley, Waddell and Wilson.

Mission

The programs of the Department of Heath, Exercise and Sports Science foster the broad vision and goals of Meredith College by contributing to the lifelong development of women so they may live energetic and full lives. The curricular and co-curricular offerings of the department are designed to stimulate holistic learning that promotes the integration of physical and intellectual skills and abilities. We contribute to the institution's goal of educating women to excel by providing an environment that encourages women to develop disciplinary and interdisciplinary knowledge, critical cognitive abilities, movement awareness, physical skill development, and wellness behaviors. Recognizing the connection between health and well-being and our ability to meet life's challenges, we strive to offer programs that prepare women to lead physically active, health-enhancing lives. The department is committed to providing quality educational programs and experiences that prepare our students to pursue professional careers, post-graduate study, leadership roles, and lifelong learning. In addition, we contribute significantly to campus life by providing opportunities for students to participate in intercollegiate athletics, sport performances, and fitness and leisure activities, all of which serve to strengthen students' sense of personal interaction and responsibility to others. In all of this, our faculty guide and support the development of students in becoming knowledgeable, responsible, and caring women sensitive to the important challenges that face our college, local, national, and global communities.

Health and Physical Education General Education Goals

The Health and Physical Education general education program is committed to providing students with broad and varied learning opportunities that encourage students to lead physically active, health-enhancing lives.

Health and Physical Education Learning Outcomes

Following completion of this program, the student will

- demonstrate movement competency and proficiency;
    - demonstrate sufficient skill and technique to pursue lifetime participation in fitness and sport activities
    - demonstrate knowledge of safe and effective movement techniques
- exhibit interest and desire to maintain a healthy lifestyle;
- value physical activity as an opportunity for enjoyment, challenge, self-expression, and social interaction;
- apply understanding of concepts and principles to enhance acquisition and performance in movement settings;
- demonstrate participation behaviors that promote personal and group success in activity settings.

Exercise and Sports Science majors/minors are required to take all activity courses (note PED prefix) which fulfill the requirements for the Exercise and Sports Science major for a grade. Dance majors/minors are required to take all dance activity courses which fulfill the requirements for the Dance major for a grade. All dance and physical education activity courses taken to fulfill requirements for the Dance and Exercise and Sports Science majors may count toward graduation.

Exercise and Sports Science Major Program Goals

The programs of study leading to majors in Exercise and Sports Science are designed to

- promote a learning environment which is concurrently supportive and challenging;
- promote opportunities for students to gain disciplinary and interdisciplinary knowledge;
- provide opportunities for students to gain experiential knowledge and make connections with what they have learned through practicum experiences;
- provide opportunities for students to gain skills and knowledge in the use of technology as a tool for learning, working and communicating;
- provide experiences that prepare our students to pursue professional careers; and
- promote lifelong learning.

Exercise and Sports Science Major Learning Outcomes

Following completion of the program of study in Exercise and Sports Science, students will

- demonstrate an understanding of content knowledge, current disciplinary concepts, and tools of inquiry related to the development of a physically educated person;
- demonstrate conceptual and experiential understanding of the subject matter of exercise and sports science and how this knowledge relates to diverse individuals and other disciplines;
- demonstrate proficiency in varied exercise, motor, and sports skills;
- utilize opportunities (as pre-professional persons) to observe, plan, assess, and develop program plans for a variety of exercise and sport science applications;
- utilize opportunities (as pre-service teachers) to observe, plan, teach, assess and develop curriculum experiences at elementary, middle, and secondary levels;
- demonstrate continued realization of physical activity and sport as life-enriching and health enhancing;
- demonstrate continued learning, professional development, and reflective practice in the realm of exercise and sports science; and
- demonstrate an understanding of the use of technology in the field of physical education and exercise and sports science.

Exercise and Sports Science Major Offerings

The Bachelor of Science degree with a major in Exercise and Sports Science includes a 34 credit hour core curriculum. Majors may select the exercise and sports science general track or from two areas of concentration: Fitness and Sports Management, and Physical Education (which prepares students as candidates for North Carolina K-12 teaching licensure). The department also offers a minor in exercise and sports science.

Career Directions

The **Exercise and Sports Science major** (general track) is designed for students who wish to pursue careers in exercise and sport , or who wish to seek further specialization through graduate school. The program of study focuses on foundational, as well as organizational and administrative principles, wellness, skilled movement, and sport. Students are provided with opportunities to integrate, reflect, and apply disciplinary concepts and principles in the field of exercise and sports science. Graduates may seek entry-level positions as sports and exercise specialists in wellness centers, corporate/worksite fitness facilities, resorts or clubs, youth recreation programs, and community based sports centers. With additional education students may seek careers in exercise physiology, physical therapy, cardiac rehabilitation, sports medicine, sports psychology, recreation or occupational therapy, as well as many other areas of specialization.

The **Fitness and Sports Management Concentration** provides an opportunity to strengthen leadership and decision-making skills and to prepare for management positions in the sports and fitness industry. Graduates may obtain employment in management positions with professional sports teams, retail sports stores, corporate wellness centers, and community sports centers, or pursue graduate studies.

The **Physical Education Concentration** program of study prepares students as physical educators. Students will be prepared as candidates for North Carolina K-12 licensure; see specific requirements in the teacher education section of this catalogue. In addition to the core curriculum of 34 hours, the student will complete 39 credit hours, including skill acquisition, physical education methods, and professional education classes.

Facilities and Resoures

Exercise and Sports Science majors have opportunities to study in various laboratory settings in addition to the classroom. While using varied cardiovascular and strength training equipment, ESS majors have opportunities to gain strength and conditioning concepts and skills in Meredith's fitness center. The Human Performance lab provides the Meredith community, in addition to area fitness enthusiasts and athletes the ability to receive up-to-date evaluation of their cardiovascular risks, fitness and training status, as well as guidance on how to implement or expand physical fitness into their lives. Student majors will have the opportunity to apply valuable knowledge and skills while performing varied physiological assessments in the lab, as well as have opportunities to work with faculty to conduct research projects. Throughout the Exercise and Sports Science program, students have opportunities to apply their knowledge and skills in "real-life" settings, including public schools, youth and senior centers, and community organizations.

General Education — Health and Physical Education Program

Through health and physical education the student gains greater knowledge and appreciation of her physical self by integrating skill development with cognitive thought processes. The department offers a wide variety of theory and activity courses, with special emphases on health, fitness, and life-time sports. Dance technique courses are also offered in the General Education Physical Activity Program. For the highly skilled, there are opportunities to participate in intercollegiate athletics, Meredith Dance Theatre, and the Aqua Angels.

Policies related to the General Education Health and Physical Learning Component

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirements, she may elect additional activity courses that may be taken for a grade or pass-fail. However, no more than eight credits may be counted in the 124 hours required for graduation except for students majoring / minoring in dance or exercise and sports science.

Pre-approved permission granted by the department head and a recommendation from her previous instructor are required in order for students to repeat a physical education course for credit. No more than two credit hours in any one intercollegiate sport (PED 471, 472, 475, 476, 477) or performance group (PED 313, DAN 456) can be counted toward general education requirements.

The courses related to sports team participation (PED 313, 471, 472, 475, 476, 477) are eligible for Pass/Fall grading only.

All physical education and dance activity courses taken to fulfill the general education requirement will have Pass/fail grading. **A student may audit an activity course only with special permission from the department head.**

Note that all physical education activity courses carry a PED prefix, ESS courses do not count toward general education physical education activity credit.

Exercise and Sports Science majors/minors are required to take all activity courses (note PED prefix) that fulfill the requirements for the Exercise and Sports Science major for a grade. **Dance majors/minors** are required to take all dance activitiy courses that fulfill the requirements for the Dance major for a grade. All dance and physical education activity courses taken to fulfill requirements for the Dance and Exercise and Sports Science majors may count towards graduation.

Bachelor of Science Degree with major in Exercise and Sports Science

Requirements for a Major in Exercise and Sports Science

The requirements for a major in exercise and sports science shall include fulfillment of general education requirements, the 34 credit hour core curriculum in exercise and sports science, and additional courses specified according to the selected program of study. Students may pursue the Exercise and Sports Science general tack or further specialize by selecting a concentration from these areas: Fitness and Sports Management, and Physical Education (which prepares students as candidates for North Carolina K-12 teaching licensure).

The **Exercise and Sports Science General Track** major is designed for students who wish to pursue careers in exercise and sport or who wish to seek further specialization through graduate study. The program of study focuses on foundational, as well as organizational and administrative principles, wellness, skilled movement, and sport. Students are provided with opportunities to integrate, reflect upon, and apply disciplinary concepts and principles in the field of exercise and sports science. In addition to the 34 credit hour core curriculum in exercise and sports science, the student will complete an additional 23–24 in skill acquisition and exercise and sports science-related courses.

The **Fitness and Sports Management Concentration** provides an opportunity to strengthen leadership and decision-making skills and to prepare for management positions in the sports and fitness industry. In addition to the 34-hour core curriculum in exercise and sport science, the student will complete an additional 13 hours in exercise and sports science-related courses and 18 business related courses.

The **Physical Education Concentration** program of study prepares students as physical educators. Students will be prepared as candidates for North Carolina K-12 licensure; see specific requirements in the teacher education section of this catalogue. In addition to the core curriculum of 34 hours, the student will complete 39 credit hours, including skill acquisition, physical education methods, and professional education classes.

Majors in Exercise and Sports Science

The Core Curriculum 34 hours

HED 100 Contemporary Health Issues	2
HED 200 First Aid	2
BIO 322/342 Human Anatomy and Physiology & Lab	4
pre-requisites: BIO 101/141, General Biology I and lab	
ESS 200 Foundations of Physical Education, Sport and Fitness	3
ESS 220 Principles of Strength Training and Conditioning	2
ESS 255 Lifespan Motor Development	3
ESS 300 Issues and Management of Sport and Physical Education	3
ESS 320, Assessment in Physical Education, Sport and Fitness	3
ESS 475 Motor Learning and Skill Performance	3
ESS 482 Kinesiology	3
ESS 485 Exercise Physiology	3
ESS 487 Exercise Physiology Lab	1
ESS 460 Senior Seminar	2

Exercise and Sports Science (General Track) 57-58 hours

The Exercise and Sports Science Core Curriculum	34
HED 282 Prevention and Care of Movement Injuries	2
ESS 210 Selected Sports Activities	1
ESS 486 Exercise Prescription	2
ESS 499 Introduction to Research in Exercise and Sports Science	3
ESS 451 Practicum in Exercise and Sport Science	3
Physical Education/Dance Activity Electives* beyond general education requirements (must be taken for a grade, approved by program coordinator or department head)	6
Other **Electives** chosen from the following	6
ESS 400 Topics in Exercise and Sports Science (3)	
ESS 746 Teaching Physical Education for Individuals with Special needs (K–12) (3)	
FN 227 Nutrition (3)	
CHE 111/141 General Chemistry I and Lab (4)	
PSY 210 Developmental Psychology (3) (prerequisite: PSY 100 Introduction to Psychology)	

Exercise and Sports Science with a Concentration in Fitness and Sports Managements 65 hours

The Exercise and Sports Science Core Curriculum	34
HED 282 Prevention and Care of Movement Injuries	2
ESS 486 Exercise Prescription	2
ESS 499 Introduction to Research in Exercise and Sports Science	3
ESS 450 Practicum in Fitness/Sports Management	3
PED/DAN activity electives* beyond general education requirements, (must be taken for a grade, approved by the department head or program coordinator)	3
ACC 230 Principles of Accounting I	3
BUS 240 Principles of Management	3
BUS 260 Principles of Marketing	3
BUS 344 Business Communications	3
Business **electives** chosen from the following:	6
ECO 101 Microeconomic Principles (3)	
BUS 340 Business Law I (3)	
BUS 348 Organizational Behavior (3)	
BUS 350 Human Resource Management (3)	
BUS 361 Consumer Behavior (3)	
BUS 467 Advertising and Sales Promotion (3)	

Exercise and Sports Science with a Concentration in Physical Education 73 hours

The Exercise and Sports Science Core Curriculum	34
ESS 210 Selected Sports Activities	1
ESS 215 Outdoor Leisure Activities	1
Physical Education/Dance activity electives beyond general education requirements, (must be taken for a grade, approved by the department head or program coordinator) chosen from the following groups	7
PED 110, 125, 210, 310 Swim or swimming proficiency	1
PED 120, 121, 122, 126 Physical fitness activities	1
PED 141, 241 Badminton	1
PED 146, 246, 346, 476 Tennis	1
PED 152 Folk and Square Dance	1
PED 161, 162, 163, 164, select two different	2
ESS 743 Teaching Physical Education in the Elem. School for the Physical Educator	3
ESS 745 Teaching Physical Education in the Middle and Secondary School	3

ESS 746, Teaching Physical Education for Individuals with Special Needs(K-12) 3
PSY 210 or 310, Developmental /Psych of Children and Adolescents 3
SOC 335 Race and Ethnic Relations 3
EDU 232 Foundations of Education 3
EDU 234 Educational Psychology 3
EDU 440 Seminar in Education 1
EDU 241 Introduction to Audiovisual . . . .
EDU 450 Reading in the Content Area 1
EDU 490 Observation and Directed Teaching 6

Minor in Exercise and Sports Science 20 hours

Select from the following: 14
- BIO 322 Human Anatomy and Physiology (3*)
- BIO 342 Human Anatomy and Physiology Lab (1*)
- ESS 200 Foundation of Physical Education, Sport & Fitness (3)
- ESS 220 Principles of Strength Training and Conditioning (2)
- ESS 255 Lifespan Motor Development (3)
- ESS 300 Issues and Mgmt of Sport and Physical Education (3)
- ESS 320 Assessment in Physical Education, Sport and Fitness (3)
- ESS 475 Motor Learning and Skill Performance (3)
- ESS 400 Topics in Exercise and Sports Science (3)
- ESS 482 Kinesiology (3*)
- ESS 485 Exercise Physiology (3*)
- ESS 487 Exercise Physiology lab (1)
- ESS 486 Exercise Prescription (2*)
- ESS 499 Introduction to Research in Exercise and Sports Science (3*)
- FN 227 Nutrition (3)

* Courses have prerequisites.

(Students pursuing teacher licensure may select from any of the above and those listed below):
- ESS 743 Teaching Physical Education in the Elementary School for the Physical Educator (3)
- ESS 745 Teaching Physical Education in the Middle and Secondary School (3)
- ESS 746 Teaching Physical Education for Individuals w/Special Needs(K-12) (3)

Health courses selected from the following: 2
- HED 100 Contemporary Health Issues (2)
- HED 200 First Aid (2)
- HED 282 Prevention and Care of Injuries (2)

Additional Physical Education/Dance Activity Classes beyond general education requirements. Must include one course selection from at least four of the following five categories: Team Sports, Individual Sports, Dual Sports, Fitness and Dance (Selections require approval by department head or program coordinators) 4

—For Exercise and Sports Science courses, see pages 136.
—For Health courses, see page 144.
—For Physical Education courses, see page159.

History and Political Science

Professor Novak, Head; Professors; Gates, Frazier Kenan Professor: Price; Associate Professor: True-Weber; Assistant Professor; Vitarbo; Adjunct; Vickery

The department offers majors in History, Public History, American Civilization, International Studies, and Political Science.

Objectives

Through the courses and programs offered by the department, every student will develop a serious acceptance of the obligations of democratic citizenship; an informed awareness of the modern world in its many historical and political dimensions; and the ability to be objective and discerning about other peoples and cultures. In addition, all history and politics majors will develop the knowledge base appropriate to the fields they have chosen; relevant skills in research, analysis, and communication; and the ability to choose and pursue meaningful careers. Toward this end, the department will provide each major effective individual advising on personal, academic and career concerns.

Career Directions

History and Political Science majors may go into teaching, graduate study, paralegal professions, law, state and federal service, business, public and social service careers, historic sites, museums and archives, the foreign service, international relations, journalism and editing, and many other occupations supported by a wide knowledge of history and politics. The department also has special career tracks in vocational and professional areas.

Resources

Our location in the state capital gives us unique opportunities for students in History and Political Science. Archives, museums and historic sites abound, allowing us to offer the most complete undergraduate major in Public History of any college in the Southeast. Our proximity to state and city government affords our politics students wonderful on-site experience and personal connections: one alumna became Assistant to the NC Speaker of the House and another works for Senator John Edwards. Our student teachers gain their experience in the best schools in Wake County. Our majors need only take the Wolfline one mile down the road to N.C. State University, which offers an exceptional array of specialized upper-level courses thar no small college department could hope to present.

Internships

All majors should plan to undertake a community internship experience for academic course credit. An internship will help each student to clarify her career choices, to gain valuable skills and establish important contacts, and to secure employment after graduation. Consult departmental advisers for help in making a good choice among the many possibilities available in the immediate area. Recent internships have been at sites such as the N.C. Museum of History, Exploris International Children's Museum, N.C. Supreme Court, N.C. Assembly, Historic Oakview, Duke Homestead and a variety of others.

Advanced Placement

The Department offers advanced placement in American History 214, 215; Western Civilization 101,102; Introduction to Asian History 224; and Politics 100.

Majors in History

American Civilization 37 hours

HIS 334 Methods of Historical Research 3
HIS 495 Senior Seminar 1
HIS 499 Senior Research OR HIS 498 Honors Thesis 3
Electives in American history 15
Approved electives from other disciplines related to the
American experience 15

Students planning to teach should also elect six hours from European or Asian fields.

History 31 hours

HIS 334 Methods of Historical Research 3
HIS 495 Senior Seminar 1
HIS 499 Senior Research OR HIS 498 Honors Thesis 3
and
HIS 101 Emergence of Western Civilization or
HIS 102 Modern Western Civilization 3
HIS 214 American History to 1876 or
HIS 215 American History since 1876 3
One non-western course chosen from the following 3
- HIS 103 The World in the 20th Century (3)
- HIS 200 Intro to Latin American History (3)
- HIS 224 Intro to Asian History (3)
- HIS 281 Intro to African History (3)
- HIS 282 History of Modern Middle East (3)
- HIS 325 Asian Civilization (3)
- appropriate special studies courses

Electives in approved history courses 15

International Studies 37 hours

HIS 334 Methods of Historical Research 3
HIS 495 Senior Seminar 1
HIS 499 Senior Research OR HIS 498 Honors Thesis 3
Electives in modern international history 15
Approved electives chosen from business, economics, geography, foreign language, fine arts, and other disciplines that relate to the 20th century world 15

Students must achieve a competency equivalent to that gained in at least six hours at the 200 level in one target language.

The major should also, if possible, include study abroad.

Public History 37 hours

HIS 334 Methods of Historical Research 3
HIS 495 Senior Seminar 1
HIS 499 Senior Research OR HIS 498 Honors Thesis 3
and
HIS 214 American History to 1876 3
HIS 215 American History since 1876 3
HIS 250 Introduction to Archaeology 3
HIS 300 Introduction to Public History 3
HIS 333 History of the South or
HIS 520 History of North Carolina 3
Elective in history 3
POL 100 American Political Systems or
POL 305 Intro to Public Administration or
POL 340 State and Local Political Systems 3
ART 221 Western Art: Ancient-Early Renaissance or
ART 222 Western Art: High Renaissance-Modern 3
Internship in a public history institution 1-3
Approved electives 2-5

Each student will consult with the major professor to choose additional courses from a variety of related fields that will prepare her for a career in archives, museums, historic sites and preservation, or documentary editing.

—For history courses see page 144.

Majors in Political Science

Political Science (General) 36 hours

Core:18 Hours

Pol 100 3
Pol 205 3
Pol 203 3
Pol 210 3
Research Methods (Soc 374, or Psy 200, or
Swk 309, or Mat 245, or Leg 401) 3
POL 499 Senior Research or POL 498 Honors Thesis 3
Electives in courses from at least two different sub fields
in Political Science: 18

Political Science with a Concentration in International Relations 36
Core: same as above 18

Pol 210 or Pol 204, whichever not yet taken from core above 3
Pol / His 330 United States and the World in the 20th Century 3
Pol 320 International Political Economy 3
Electives: chosen from approved courses in POL and related fields ..9

Political Science with a Concentration in Law and Justice 36
Core: same as above with LEG 401 for Research Methods 18

Pol 300 3
Pol 301 3
Eng 358 3
Electives: chosen from approved courses in POL and related fields ...9

—For Political Science courses, see page 163.

Minors in History and Politic Science

American Civilization 18 hours

HIS 334 Methods of Historical Research	3
Electives approved by the department head	15

History 18 hours

HIS 334 Methods of Historical Research	3
Electives approved by the department head	15

International Studies 18 hours

HIS 334 Methods of Historical Research	3
Electives approved by the department head	15

Public History 18 hours

HIS 334 Methods of Historical Research	3
Electives approved by the department head	15

Criminal Justice Studies 21 hours

SOC 230 Principles of Sociology	3
POL 100 American Political Systems	3
SOC 336 Criminology	3
POL 930 or SOC 930 Internship(Open to Juniors and Seniors)	3
Electives chosen from the following	9
SOC 337 Corrections (3)	
SOC 335 Race and Ethnic Relations (3)	
POL 300 Law and Society (3)	
POL 301 Const & Rights of Americans (3)	
POL 305 Intro to Public Administration (3)	
HIS 215 American History Since 1876 (3)	

Political Science 18 hours

POL 100 American Political Systems	3
POL 205 Political Ideas Seminar	3
Approved electives in politics courses at least two at 300 level	12

Teacher licensure is available in B-K, K-6, 6-9 social studies concentration and 9-12 social studies. See licensure requirements in the School of Education listing.

Human Environmental Sciences

Professor Tippett, Head; Professors Burpitt, Ellis, Goode; Associate Professors Clark, Fisher, Giampaoli, Landis and Winterhoff; Assistant Professors Cook, Crowley, Roubanis; Adjuncts Applegate, Brehm, Conrad, Gurley, Hendrick, Januzzi, Ostrowski, Poorman, Sibert and Sloop.

The department uses an interdisciplinary approach to study the relationship among individuals, families and communities and the environments in which they function. As an applied science program, the Department of Human Environmental Sciences focuses on assisting people to improve their quality of life, thereby improving the conditions of society.

Human Environmental Sciences strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers and enter graduate programs in the following areas of study: Child Development, Family and Consumer Sciences, Fashion Merchandising and Design, Foods and Nutrition, and Interior Design.

The **goals** are that students will

- apply principles and skills for managing human and material resources for the improvement of the quality of life for individuals, families, and society;
- synthesize knowledge gained from a broad-based liberal arts core at Meredith College and apply it to her major; and
- demonstrate effective communication skills, collaboration skills, research skills, creativity, critical thinking skills, leadership, and professional ethics.

The department offers majors leading to Bachelor of Science degrees in child development, family and consumer sciences, fashion merchandising and design, foods and nutrition, and interior design. Minors are also offered in each area.

Majors may earn licensure to teach family and consumer sciences in public and private schools, they may complete B-K or K-6 licensure combined with a child development degree, and they may also complete a second major or minor in another department.

The **Didactic Program** in Dietetics at Meredith College is accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association, Jackson Blvd., Chicago, IL, 60606-6995, 312-899-4876. Graduates of this program are eligible to apply for accredited Dietetic Internship Programs, the current pathway for completion of supervised practice requirements leading to registration in the field.

The **Meredith College Dietetic Internship** is a CADE accredited program. Students enrolled in the dietetic internship acquire competence

for an entry-level position in clinical nutrition, community nutrition, or food service management. Successful completion of the internship program will enable students to take the Registration Examination to become Registered Dietitians.

The department also offers a **Master of Science degree** in Nutrition. Details of the Master of Science Degree in Nutrition Program are published in a separate graduate catalogue. Information is available from the Department of Human Environmental Sciences or the John E. Weems Graduate School. The program is designed for students with a baccalaureate degree in foods, nutrition, allied health or related fields who are seeking advanced study in applied human nutrition. The program requires 35–36 credit hours, with a thesis or non-thesis option.

The **Interior Design** program is fully accredited by the Foundation for Interior Design Education and Research (FIDER). Majors are encouraged to join the student chapter of the American Society of Interior Designers (ASID).

Students earning majors in interior design, child development, clothing and fashion merchandising, and foods and nutrition may earn a second major in family and consumer sciences by completing 24 hours of course work that does not overlap the first major. Students are advised to begin their majors during their freshman year in order to complete the sequence of courses within four years.

The **mission** of the **Child Development program** at Meredith College is to offer an interdisciplinary program of study that prepares students both for careers in early childhood settings and agencies serving young children and their families, as well as the pursuit of graduate and professional studies. The philosophy underlying this program is that children develop within an ecological framework that includes complex interrelationships among the child, the family, the culture, and society. This program strives to develop in students the knowledge and skills to promote the application of a developmental perspective to their work with children and families, to establish partnerships between families and child development professionals that reflect family-centered practices, and to provide educational and community programming that is inclusive of all children.

Goals

Upon completion of the program the students will

- Demonstrate mastery of professional standards and guidelines as set forth by the National Association for the Education of Young Children, the Division of Early Childhood in the Council for Exceptional Children, and the North Carolina Department of Public Instruction;
- Design, adapt, and evaluate integrated curriculum, inclusive environments, teaching practices, and children's learning utilizing developmentally appropriate techniques;
- Articulate and demonstrate mastery of family-centered practices and strategies for working with the families of young children;
- Evaluate, interpret, and translate professional literature and theory into best practices for children and their families;
- Advocate for children and their families based on best practices and policy; and
- Participate in professional organizations serving children and families.

The **Child Development major** focuses on the physical, social, emotional, and intellectual development of children, birth through age eight. Students may choose to become eligible to teach in public school programs by completing B-K or K-6 licensure requirements through Meredith's teacher preparation program.

The **mission** of the **Fashion Merchandising and Design** program mirrors that of the college in that this program educates women to excel in the fashion industry. The program is interdisciplinary, incorporating aspects of art, psychology, sociology, business, history, philosophy, and science. It is grounded in the liberal arts which values freedom and openness in the pursuit of truth and knowledge. The goal of the Clothing and Fashion Merchandising program is to provide both a structured and experiential learning process to help students discover the concepts and challenges of today's fashion business and equip them with the necessary skills to become successful in this field.

Goals

Upon completion of the program, students will be able to

- Identify different aspects of the fashion industry;
- Synthesize knowledge gained from other disciplines and apply that to the field of fashion merchandising and/or design;
- Demonstrate necessary skills in retail buying and management for the merchandising concentration or skills in apparel design and pattern making for the design concentration;
- Solve problems creatively by using experiential learning both in the classroom and within the industry, as well as through travel and internships;
- Utilize current technology available within the fashion industry; and
- Demonstrate effective communication, research, and critical thinking skills.

The **Fashion Merchandising and Design** major provides instruction in all areas of the fashion industry, from design to retailing. The **Merchandising Concentration** prepares students for professional careers in fashion retailing, including store management, buying, visual merchandising, and consumer services.

The **Design Concentration** equips students with the knowledge and skills necessary to obtain jobs in the area of fashion design. Job opportunities include apparel designer, design engineer, design digitizer, and marketing coordinator for apparel manufacturers.

The **mission** of the **Family and Consumer Sciences** program is to develop the knowledge, skills, and practice of professionals whose work will be to be able to help individuals and families manage the challenges of living and working in a diverse, global society across the life span. This program focuses on empowering individuals, strengthening families, and enabling communities through teaching, research, and service. The program prepares students to assume professional responsibilities in a variety of career fields such as education, business, industry, social agencies, and government, or to enter a graduate program for further study.

Goals

Upon completion of the program, students will

- Integrate knowledge from the disciplines of Human Environmental Sciences to promote the well-being of families, individuals, and communities;
- Promote the personal, social, and economic health of people;
- Utilize theories and research to balance personal, home, family, and work lives;
- Address problems in diverse family, community, and work environments;
- Apply appropriate technology to maximize human potential;
- Develop high standards of professional practice; and
- Pursue further study through continuing education programs, leadership in the profession, community service, or graduate work.

The **Family and Consumer Sciences** major is designed for students who are entering careers that call for a broad knowledge of all family and consumer sciences areas, such as teaching in public schools and the Cooperative Extension Service, secondary and adult education. When she combines the family and consumer sciences major requirements with those for secondary licensure, the student is qualified to teach 7-12 family and consumer sciences (formerly home economics) in North Carolina. Students who choose teacher licensure should see the department for specific requirements. When she combines the major with a major or minor in business, the student is prepared for a career in consumer services, utility companies, product and equipment promotion, and government agencies.

The **Foods and Nutrition** undergraduate program prepares students for careers in nutrition, foods, and dietetics, and to pursue accredited dietetic internship programs leading to credentialing in the field. Grounded in the basic sciences, students are provided a strong foundation to pursue graduate and professional studies, and a curriculum that promotes student leadership and encourages service to the profession and community. The program strives to develop in students the knowledge and skills to promote optimal nutrition and well-being through the application of nutrition science to individuals and groups across the life span in a diverse and changing environment. The program fosters in students a global and holistic understanding of the interrelationships among human nutrition, wellness, food and its systems.

Goals

Upon completion of the program, students will be able to

- Demonstrate mastery of Didactic Program in Dietetics competencies as articulated by the American Dietetic Association;
- Communicate effectively using appropriate techniques and technology;
- Advocate for optimal nutrition and well-being;
- Demonstrate critical thinking skills;
- Evaluate and interpret professional and lay literature in the field;
- Participate in the process of research; and
- Demonstrate leadership with integrity and social responsibility.

The Foods and Nutrition major is designed for students with interests in normal and therapeutic human nutrition, nutrition research, foods, food science, and food service management. Graduates may work in a variety of professional settings, including hospitals and other healthcare settings, sports nutrition and wellness programs, community and public health departments, food and nutrition-related businesses and industries, and research. Majors are encouraged to gain experience in the field of nutrition and dietetics through on and off-campus volunteer and work experiences and with the Meredith College Student Dietetic Association.

The **mission** of the **Interior Design** program is to provide an interior design curriculum that equips students with the tools that will enable them to apply creativity, critical thinking, and problem solving in ways that can benefit clients, their colleagues, and their communities and provide its graduates with the skills, training, and experience that can lead to academic, professional, and personal success.

Goals

Upon completion of the program, students will be able to

- Analyze clients' needs, goals, and life safety requirements by following a systematic design process;
- Formulate design concepts and present design recommendations with appropriate media;
- Prepare working drawings and specifications, taking into consideration compliance with universal accessibility guidelines and all applicable codes;
- Prepare business documents and review and evaluate design solutions;
- Synthesize knowledge gained from a broad-based liberal arts college core and apply it to the Interior Design major; and
- Demonstrate effective communication, collaboration, research, creative, and critical thinking skills, along with leadership and professional ethics.

The interior design major provides opportunities for students interested in residential, commercial, and institutional design. Students are admitted to the interior design degree program after advisement and recommendation of the interior design faculty. Students build skills in space planning, programming, computer aided design, and presentation methods, with emphasis on professional practice. Majors are encouraged to participate in design internships and the Student Chapter of the American Society of Interior Designers. During the senior year students have the opportunity to work very closely with an assigned mentor in professional development, portfolio development and job search skills. Meredith's interior design program also offers opportunities for study abroad in Denmark between the junior or senior year. A professional advisory board reviews the curriculum, recommends innovations, and identifies career possibilities. The program is accredited by FIDER, the Foundation for Interior Design Education and Research. Graduates may pursue careers in such settings as design firms, retail furnishings and materials stores, corporate, government, and institutional facilities departments, office furnishing dealerships, hotel and restaurant chains and health care facilities.

Majors in Human Environmental Sciences

Child Development 47-48 hours

BK 337 Observation of Young Children	3
CD 234 The Preschool Child	3
CD334 Infant Development	3
CD 335 Marriage/Family Relationships	3
CD 340 Young Children's Learning Env	3
CD 345 Preschool Curriculum	4
CD 438 Support & Strength Families	3
CD 450 Adv. Practicum & Seminar (Waived for B–K and K–6 students)	4
FCS 490 Professional Symposium	1
HED 200 First Aid	2
PSY 210 Life Span Developmental Psych or PSY 310 Psych of Children and Adolescents	3
PSY 312 Psych of Exceptional Individual	3
SWK 235 Child Welfare	3
Electives chosen from the following	9-10

- BK 341 Variations in Early Development (3)
- BK 445 Advanced Curriculum Development (3)
- CD 434 Infant Curriculum (3-4)
- CD 436 Admin. of Prog. Young children (3)
- CD 440 Rdgs Presch Educ & Early Inter (3)
- FCS 355 Family Resource Management (3)
- FN 227 Nutrition (3)
- EDU 232 Foundations of Education (3) OR
- EDU 234 Educational Psychology (3)

Fashion Merchandising and Design

Students must take the core curriculum plus additional requirements for one of two concentrations.

The Core Curriculum 33 hours

FMD 115 Prin. Of Clothing Construction	3
FMD 212 Visual Merchandising	3
FMD 213 Clothing and Society	3
FMD 214 Apparel Merchandising	3
FMD 315 History of Costume	3
FMD 318 Apparel Design Development	2
FMD 416 Retail Buying	3
FMD 418 Textiles	3
BUS 260 Principles of Marketing	3
BUS 467 Advertising & Sales Promotion	3
ECO 101 Microeconomic Principles	3
FCS 490 Professional Symposium	1

Merchandising Concentration 48 hours

A minor in business management or marketing is strongly recommended.

The Core Curriculum	33
FMD 244 Retail Merchandising	4
FMD 442 Retail Buying	3
FMD 443 Special Problems in Retailing	2
BUS 240 Principles of Management	3
BUS 361 Consumer Behavior	3

Design Concentration 54 hours

The Core Curriculum	33
FMD 226 Tailoring	3
FMD 425 Draping	3
FMD 427 Apparel Design	3
FMD 428 CAD Apparel Design	3
ART 101 Drawing I	3
ART 105 Two-Dimensional Design	3
ART 206 Color Theory	3

Seniors may opt to take FMD 495 Senior Project instead of FMD 244 Retail Merchandising.

Family and Consumer Sciences 36 hours

FCS 490 Professional Symposium	1
FCS 355 Family Resource Management	3
FN 227 Nutrition	3
CD 335 Marriage/Family Relationships	3
ECO 274 Consumer Economics	3
One course in clothing and fashion merchandising	3
One course in interior design	3
Electives chosen from CD, FMD, FN, ID, FCS	17

Foods and Nutrition 78 hours

FN 124 Principles of Foods	3
FN 227 Introductory Nutrition	3
FN 250 Perspectives in Nutrition	2
FN 260 Nutrition in Diverse Populations	3
FN 310 Food Service Management Systems I	3
FN 311 Food Svc Mgmt Sys I Lab for FN or FN312 Food Svc Mgmt Sys I Lab for FCS	1
FN 320 Food Svc Mgmt Sys II	4
FN 330 Experimental Food Science	3
FN 340 Nutritional Biochemistry and Metabolism	4
FN 440 Med Nutr Assess, Thpy & Couns I	4
FN 450 Med Nutr Assess, Thpy & Couns II	4
FN 480 Colloquium in Nutrition	1
FCS 490 Professional Symposium	1
FCS 764 Methods of Teaching FCS	3
CHE 111/141 General Chemistry I and Lab	4
CHE 112/142 General Chemistry II and Lab	4
CHE 221/241 Organic Chemistry 1 and Lab	4
BIO 101/141 General Biology I and Lab	4
BIO 251 Cell Biology	3
BIO 322/342 Human Anatomy and Physiology and Lab or BIO 323/343 Vertebrate Physiology and Lab	4
BIO 334/344 Microbiology and Lab	4
ACC 230 Principles of Accounting I	3
MAT 245 Statistics I or PSY 200 Statistical Methods in Psychology	3
PSY 100 Introduction to Psychology	3
Electives chosen from the following	3

- BIO/CHE 200 + (3-4)
- PHY 100+ (3-4)
- FN 299 or 499 Research (3)
- FN 498 Honors Thesis (3)
- PSY 324 Conditioning & Behavior Modification (3)
- BUS 260 Principles of Marketing (3)
- ESS 482 Kinesiology (3)
- ESS 485/487 Exercise Physiology and Lab (4)
- REL 344 Biomedical Ethics (3)

Interior Design 67 hours

ID 142 History of Architectural Interiors & Furnishings	3
ID 144 Interior Design I	3
ID 243 ID Drafting & Presentation	3
ID 244 Interior Design II	3
ID 245 Housing Issues	3
ID 246 Interior Design Materials	3
ID 248 Technology Applications For ID	3
ID 343 Construction Technology	3
ID 344 Interior Design III	3
ID 348 Interior Lighting Design	3
ID 443 Professional Practices in ID	3
ID 444 Interior Design IV	3
ID 447 Contract Interior Design	3
FMD 418 Textiles	3
FCS 490 Professional Symposium	1
ART 101 Drawing I	3
ART 105 Two-Dimensional Design	3

ART 206 Color Theory	3
ART 207Three-Dimensional Design	3
ART 221 Survey W. Art-Ancient, Early Ren OR ART 222 Survey W. Art-High Ren-Modern	3
ART 248 Illustration I OR an art elective	3
Electives chosen from the following	6
BUS 260 Principles of Marketing (3)	
BUS 240 Principles of Management (3)	
ECO 100 Macroeconomic Principles (3)	
ECO 101 Microeconomic Principles (3)	
ECO 274 Consumer Economics (3)	

Interior design students are advised to arrange their courses in the following sequence:

Freshmen: ID 142, 144; ART 101, 105
Sophomores: ID 243, 244, 248; ART 206, 207
Juniors: ID 245, 246, 343, 344, 348; ART 221 or 222; ART 248 or Art elective
Seniors: ID 443, 444, 447 and 448; FMD 418; FCS 490

Minors in Human Environmental Sciences

Child Development 19 hours

CD 234 The Preschool Child	3
CD 334 Infant Development	3
CD 335 Marriage/Family Relationships	3
CD 336 Preschool Curriculum	4
CD 340 Young Children's Learning Env	3
CD 438 Support & Strength Families	3

Fashion Design 20 hours

FMD 114 Apparel Merchandising	3
FMD 115 Principles Of Clothing Construction	3
FMD 315 History of Costume	3
FMD 318 Apparel Design Development	2
FMD 418 Textiles	3
FMD 425 Draping	3
FMD 427 Apparel Design	3

Family and Consumer Sciences 21 hours

FN 227 Nutrition	3
CD 335 Marriage/Family Relationships	3
FCS 355 Family Resource Management	3
FCS 274 Consumer Economics	3
One interior design elective	3
One fashion merchandising and design elective	3
One elective from CD, FMD, FN, ID or FCS	3

Interior Design 18 hours

ID 142 History of Architectural Interiors & Furnishings	3
ID 144 Interior Design I	3
ID 245 Housing Issues	3
ID 246 Interior Design Materials	3
ID 248 Technology Applications For ID	3
FMD 418 Textiles	3

Merchandising 21 hours

FMD 114 Apparel Merchandising	3
FMD 212 Visual Merchandising	3
FMD 213 Clothing and Society	3
FMD 244 Retail Merchandising	4
FMD 418 Textiles	3
FMD 443 Special Problems in Retailing	2
Approved elective	3

Nutrition 18 hours

FN 124 Principles of Food	3
FN 227 Nutrition	3
FN 325 Nutrition During Life Cycle	3
FN 425 Food Service Systems Admin	3
FN 426 Nutritional Assessment	3
FN 428 Advanced Nutrition	3

Teacher licensure is available in B-K, K-6, and Family and Consumer Sciences. See licensure requirements in the School of Education listing.

—For Family and Consumer Sciences courses, see page 138.

—For Fashion Merchandising and Design courses, see page 139.

—For Foods and Nutrition courses, see page 140.

—For Interior Design courses, see page 146.

Interdisciplinary Studies

A department or school may intermittently offer opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

—For Interdisciplinary Study courses, see page 147.

Mathematics and Computer Science

Professor Davis, Head; Professors Clay, Dietz, V. Knight and Reichard; Associate Professor Schuette; Assistant Professors Cole, Hontz, Hendrix, Koster, Director of Computer Studies, and Rosso; Instructor Watkins, Computer Applications Specialist, Research Associate Joyner, Adjuncts Bassett, Birch, Jones, Kirk, O'Hara, Schiermeier, Tomek, and Woodward.

Goals and Objectives

The purpose of the department of Mathematics and Computer Science is to assist students in

- acquiring specific skills in mathematics, computer science; and computer information systems;
- developing the ability to think logically and creatively in problem-solving situations;
- appreciating the applications of mathematics and computer studies;
- gaining self-confidence in their abilities in mathematics and computer studies; and
- choosing and preparing for careers.

For majors and minors the department provides mathematical and computer preparation for

- careers related to mathematics and computing;
- careers in business and the professions;
- careers in secondary, middle grades, and elementary teaching;
- graduate school; and
- general living and a lifetime of learning.

Objectives of our computer-related programs and courses are for the student to obtain

- a general knowledge of computer hardware and software;
- the ability to learn new programming languages and software packages;
- an appreciation of the power and limitations of computing; and
- an understanding of the ethical and societal implications of the computer.

In addition, the majors in Computer Science and Computer Information Systems give the student facility with computer theory, abstraction and design. Because of the velocity at which change in technology is occurring, students will learn to manage change and will acquire the ability to learn new technology, new "languages," and new techniques.

To attain these goals the department offers programs for a B.S. in Mathematics, a B.A. in Mathematics, a B.S. in Computer Science, and a B.S. in Computer Information Systems. Minors in mathematics, computer studies, statistics, and mathematics/computer applications are also offered, along with a variety of support courses for other disciplines.

In addition, the department offers the mathematics and methods courses for middle grades and secondary teacher licensure in North Carolina.

Academic credit for supervised professional employment related to mathematics and/or computer science is available through cooperative education, internships, and special studies.

The Vivian Kraines Freshman-Sophomore Mathematics Competition is held each January, and awards are given to the winners. Each spring the Vallie Tillotson Nelson Award is given to the outstanding freshman in mathematics courses. The Canaday Scholarship is given annually to a rising senior majoring in the department, and the Preston Scholarship is given to a student who has excelled in statistics.

Extracurricular activities include participation in national and regional mathematics and computer science competitions. The Canaday Mathematics and Computer Science Club sponsors guest speakers, programs on co-ops and careers, and various other activities. The North Carolina Mu Chapter of Pi Mu Epsilon, a national honor society in mathematics, also organizes events.

Competency tests are available from the department for spreadsheets.

Mathematics Placement

Students with SAT or ACT scores indicating an inadequate level of preparation for Meredith mathematics courses will be advised to enroll in a non-credit basic skills course before taking a college level mathematics course.

A student not already with credit and advanced placement from high AP scores may request placement in MAT 212 with credit granted for MAT 211 upon completion of MAT 212, with a grade of C or higher. If a student requests placement in MAT 313, credit is given for MAT 212, and MAT 211 upon completion of MAT 313 with a grade of C or higher.

Computer Information Systems

Courses with a CIS prefix do not apply toward the general education requirements in mathematics. However, these courses are complementary to many programs.

One-credit-hour computer information systems (CIS) courses at the 100-level are known as "computer modules" and are usually offered in a format of two or three class meetings per week for a four and one-half week period.

Majors in Mathematics, Computer Information Systems and Computer Science

Mathematics

Core Curriculum 17 hours

Prerequisite: MAT 144 or MAT 141 and MAT 143 or placement	
MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 250 Mathematical Reasoning	3
MAT 313 Calculus III	3

Bachelor of Arts in Mathematics 32 hours

Core Curriculum	17
Minimum of one course chosen from the following	3
MAT 321 Modern Abstract Algebra (3)	
MAT 410 Advanced Calculus (3)	
MAT 415 Topics in Analysis (3)	
MAT 425 Topics in Algebra (3)	
MAT 434 Topics in Geometry and Topology (3)	
MAT 490 Senior Seminar	3
Electives: Mathematics courses at 200 level or above	9
Prerequisite hours: 3	

Bachelor of Science in Mathematics 54-62 hours

Core Curriculum	17
MAT 410 Advanced Calculus	3
Minimum of two courses chosen from the following	6
MAT 321 Modern Abstract Algebra (3)	
MAT 415 Topics in Analysis (3)	
MAT 425 Topics in Algebra (3)	
MAT 434 Topics in Geometry and Topology (3)	
MAT 490 Senior Seminar	3

Elective courses in mathematics at the 200 level or above	9
CSC 201 Computer Science I with Java	4
One of the following sequences:	8
CHE 111-112 General Chemistry I and II (8) or	
PHY 211-212 General Physics I and II (8)	
Related areas chosen from biology; accounting; business and economics; chemistry and physics (this may include required CHE or PHY courses above); or computer science (this may include required CSC above)	4-12
Prerequisite hours: 3	

Bachelor of Science in Computer Information Systems 59-63 hours

CSC 201 Computer Science with Java	4
CSC 203 Foundations of Computer Science	3
CSC 212 Computer Science II: Adv. Programming with Java	3
CSC/MAT 262 Discrete Mathematics	3
CSC 301 Data Structures and Algorithms	3
CSC 420 Computer Science Seminar	1
CIS/BUS 120 Spreadsheets or Competency	0-1
CIS 140, Databases	1
CIS/CSC 312 Information Systems Management	3
CIS/CSC 315 Database Theory and Design	3
CIS 370 Ethics and Information Technology	1
CIS/CSC 407 Software Engineering	3
CIS 412 Systems Analysis and Design	3
CIS or CSC courses at 200 level or above	3
MAT 141, MAT 144, or competency	0-3
MAT 245 Statistics	3
ACC 230 Accounting I	3
ACC 231 Accounting II	3
BUS 240 Management	3
BUS 260 Marketing	3
BUS 370 Corporation Finance	3
ECO 101 Microeconomics	3
Cooperative Education or Internship chosen from the following	4
COE 302 Cooperative Education (1-4)	
COE 403 Cooperative Education (1-4)	
CIS 930 Internship (1-4)	

Bachelor of Science in Computer Science 62-65 hours

CIS 140, Databases	1
CSC 201 Computer Science I with Java	4
CSC 203 Foundations of Computer Science	3
CSC 212 Computer Science II: Adv. Programming in Java	3
CSC/ MAT 262 Discrete Mathematics	3
CSC 301 Data Structures and Algorithms	3
CSC 311 Computer Organization	3
CSC/CIS 315 Database Theory and Design	3
CSC/MAT 360 Numerical Analysis	3
CSC/CIS 407 Software Engineering	3
CSC 420 Computer Science Seminar	1
CSC 430 Operating Systems	3
Computer Science course at 300 level or above	3
MAT 144 or MAT 141 and MAT 143 or competency	0–3
MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 245 Statistics I	3
PHY 211/241 General Physics I and Lab	4
PHY 212/242 General Physics II and Lab	4
Cooperative Education or Internship chosen from the following	4
COE 302 Cooperative Education (1-4)	
COE 403 Cooperative Education (1-4)	
CSC 930 Internship (1-4)	

Minors in Mathematics and Computer Science

Computer Studies 19 hours

CSC 201 Computer Science I with Java	4
CSC 203 Foundations of Computer Science	3
CSC 212 Computer Science II: Adv. Java	3
CSC or CIS Electives	9
6 hours at 300-level or above	
Max of 3 hours at 100-level	
(Not open to CIS or CSC majors)	

Mathematics 19-20 hours

Prerequisite: MAT 144 or MAT 141 and MAT 143 or competency

MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 313 Calculus III	3
Math electives numbered 200 or above	5-6
(Not open to MAT majors)	

Mathematics and Computer Applications 20–21 hours

Prerequisite: MAT 144 or MAT 141 and MAT 143 or competency

MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 245 Statistics I	3
Electives in CIS, CSC, MAT as follows approved by the department head	9
Computer Language	3–4
Computer Elective (200 or above)	3
Applied Math or Computer Elective	3
(Not open to CIS, CSC, or MAT majors)	

Statistics 20 hours

Prerequisite: MAT 144 or MAT 141 and MAT 143 or competency

MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 245 Statistics I	3
MAT 340 Mathematical Prob. & Statistics	3
MAT 345 Statistics II	3
Elective in statistics approved by the department head	3

(Note: Only the first three courses can count toward both the minor in statistics and a major in mathematics.)

Teacher licensure is available in B-K, K-6, 6-9 mathematics concentration and 9-12 mathematics. See licensure requirements in the School of Education listing.

—For Mathematics courses, see page 149.

—For Computer Information Systems courses, see page 124.

—For Computer Science courses, see page 127.

Medieval and Renaissance Studies

Professor Pitts, Coordinator

Meredith's strong liberal arts tradition makes the College a natural setting for examination of the period that created the university and saw the beginnings of humanistic studies. The interdisciplinary minor in Medieval and Renaissance (MedRen) Studies offers a rigorous, individualized, and cohesive but varied academic program with potentially broad appeal for today's undergraduate students. The program combines traditional coursework in several academic fields with opportunities for directed research, study abroad, and special on-campus events. Faculty for the minor is a corps of eight teachers from six academic departments.

In addition to the 18 hours of course work, students taking the minor are required to demonstrate 'intermediate-mid' competency in a modern foreign language and/or Latin. Because the MedRen Studies minor dovetails neatly with majors and minors in history, religion, English, and art history, it offers a viable, attractive option to the student who otherwise might not complete a first or second minor.

Minor in Medieval and Renaissance Studies 18 hours

MRE 201 Pilgrims, Poets, and Prophets	3
HIS/REL 385 Europe in the Middle Ages	3
HIS/REL 387 Age of Renaissance & Reformation	3
MRE 498 Honors Thesis or MRE 499 Junior/Senior Research	3
Electives chosen from the following	6
ART 221 Survey of Western Art Ancient-Medieval (3)	
ART 222 Survey of Western Art Renaissance-Modern (3)	
ART 323 Topics in Art History (Medieval or Renaissance) (3)	
ENG 351 Old English (3)	
ENG 352 Chaucer (3)	
ENG 355 Shakespeare (3)	
ENG 356 Shakespeare (3)	
ENG 357 Seminar in 17th C. Poetry (3)	
HIS 304 Greek and Roman History (3)	
MUS 310 Medieval & Renaissance Music (2)	
MRE 299 Freshman/Sophomore Research (3)	
MRE 499 Junior/Senior Research (3)	

Music

Professor D. Lynch, Head; Professors Fogle, F. Page, Vaglio, and Williams; Associate Professors Fredenburgh and Lyman; Assistant Professors Dillard de Jong and Roller; Adjuncts Allred, Atchley, Carter, Cherry, Chung, Dyke, Eagle, Eidson, Evans, Friedli, M. Garriss, P. Garriss, Gilmore, Halverson, Hudson, Jolly, Jong, Lester, Lohr, Pittman, Partridge, Poniros, Riva-Palacio, Sparks, A. Stephenson, E. Stephenson, Thomas and Zalman; Accompanist Dupre.

The **mission** of the department is to instill a love for and an understanding of the performing arts in all its constituencies: majors, general college students, and the larger community.

The study of music at Meredith has a threefold emphasis: **(1)** the importance of music as a basic component of a liberal arts education, available to all students; **(2)** professional training of the highest caliber for students who plan to pursue careers in music; **(3)** involvement in the artistic life of the community.

The student who chooses to major or concentrate in music will be prepared to teach, to perform, to direct, or to serve within her field of study; or she may become a leader in a different field, applying the disciplines she has acquired to master its challenges.

The **objectives** of the programs and courses offered by the Department of Music are to encourage the student to

- develop creativity;
- develop critical thinking skills;
- reinforce certain other essential facets of general education, such as mathematical and scientific concepts; moral, ethical, and religious values; skill in both oral and written expression; positive and healthy use of the body;
- pursue careers in the performing arts, arts education, business and professional settings, and churches;
- develop aesthetic understanding through evaluation of important works of music;
- gain knowledge of basic artistic and philosophical movements in history;
- gain knowledge and skills necessary to understand contributions of diverse cultures to music;
- understand the theoretical base;
- promote involvement in the artistic life of the community,
- understand and apply technology related to the discipline,
- understand the fundamental importance of arts education;
- accumulate the knowledge and experiences necessary to develop reflective thinking; and
- perform in public.

The department offers the Bachelor of Arts with a major in music, the Bachelor of Arts in musical theatre (in collaboration with the Department of Dance and Theatre), the Bachelor of Music with a major in performance (concentration in an instrument, voice, composition, or piano pedagogy), the Bachelor of Music with a major in music education (concentration in choral/general or in instrumental music), including preparation for North Carolina teaching licensure, grades K-12, and a Certificate in Church Music, which may be earned in conjunction with any of the undergraduate majors in music.

Additional concentrations may be developed upon request of students with special areas of interest, either within the department or on an interdisciplinary basis.

The **Bachelor of Arts in music** is intended for the student who is interested in music as part of a total liberal arts program or for the student who may plan graduate study in musicology, music history, or composition. Some B.A. music students also earn elementary and middle grades teaching licensure; some include a second major (such as religion, psychology, business, or mathematics) to prepare for careers which combine a variety of disciplines.

The four-year **Bachelor of Music degree** with a major in performance or music education seeks to produce competent, practical musicians who are well versed in the liberal arts. The major in performance prepares the student for a career in performance, private teaching, church music, and (after graduate work) college teaching. The major in music education leads to K-12 public school teaching licensure in music, and it also prepares a student for private school teaching, studio teaching, and church music. The study of music in any program, including the B.A. in music, may also prepare the student for specialized study leading to work in the music industry.

While most Bachelor of Music candidates plan a music career, the disciplines required in music provide excellent preparation for other careers. Music graduates often are recruited in such diverse fields as computer programming, personnel management, counseling, real estate, and other professions not directly related to music. Students interested in music therapy are encouraged to choose one of the music major programs available, including courses in psychology, instruments, and music education, in preparation for graduate study and certification in that field.

The **Master of Music in Performance and Pedagogy** emphasizes performance, teaching methods, literature, and research, to produce studio and college teachers who are well grounded in their area of performance. Requirements for this degree are outlined in the Meredith Graduate School Catalogue, which may be obtained from the School of Music or from the John E. Weems Graduate School.

Accreditation

Meredith College is an accredited institutional member of the National Association of Schools of Music.

Audition and Interview: Potential Music Majors

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music come to the campus for an interview with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and potential. An acceptable audition is prerequisite for admission into a major program and for scholarship consideration and sometimes, though not always, for admission to the college itself. If entry level work is not exhibited at the entrance audition, a student may be placed in remedial courses and/or applied study until the appropriate level of skill has been attained. Admission into the college does not guarantee admission into the music program; likewise, a successful audition does not always guarantee admission to the college. In cases where distance prohibits a personal visit, a videotape and/or audiotape may be sent in lieu of a personal audition.

Non-Credit Program

The School of Music provides instruction in applied music to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in this program. Registration is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

Facilities

Buildings

Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, choral concerts, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ and choral performances). Teaching and practice space includes two large classrooms, a music education laboratory, two seminar rooms, a rehearsal hall, a scene shop, an electronic/computer studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

Equipment

A large inventory of equipment is available for effective teaching and learning. Musical instruments include about 20 grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), four studio and practice organs (two Holtkamps, a Casavant, and a Ryan tracker), a Roland electronic keyboard/synthesizer laboratory, and a collection of orchestral instruments. A complete technology laboratory includes ten stations with computers (connected to the Internet), Roland keyboards, sequencers, other peripherals, and music software (especially the Finale notation program). The department is also well equipped with audio and video recording and playback equipment. The theatre, most recently renovated in 1998-1999, possesses excellent lighting, sound, and stage machine systems, making it one of the best equipped theatrical facilities in the area.

Library

AA fine collection of books, reference works, and periodicals on performing arts is located in the Carlyle Campbell Library, In addition, the Music Library, located in the Harriet Mardre Wainwright Music Building, contains a comprehensive collection of instrumental, vocal, choral and orchestral scores. Also housed in the Music Library are CD and LP recordings and a Listening Center. The Music Library maintains a Music Education Curriculum Center with current textbooks and resource materials.

Performances

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among the series available to Meredith students are Stewart Theatre, the Chamber Music Guild, North Carolina Symphony, Raleigh Little Theatre, North Carolina Theatre, and Opera Carolina.

Members of the Meredith faculty are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

It is essential that students experience as large and varied a selection of performances as possible. All undergraduate music majors are expected to attend at least 10 programs per semester, selected in consultation with their instructors, from the large number of performances available on campus and in the Raleigh area. In addition, music majors are required to attend all Thursday student recitals. For musicians, regular attendance at public performances is as essential to the learning experience as lessons, literature, history, ensembles, practice, and other classes.

Specific Requirements for Music Majors

Performance

Performance is at the core of the music curriculum. Every musician performs regularly—whether on stage, in church, in the classroom, or in the studio—in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Performance majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy students) and a full graduation recital. Master of Music candidates normally will perform at least once each semester in a student recital, and will give a lecture-recital and a graduate recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

Ensembles

The privilege of making music with others develops musicianship, provides the opportunity to work under the leadership of gifted leaders, and enhances the sense of community found in Meredith programs. All undergraduate music majors are required to participate in ensembles eight semesters (with or without academic credit), except during the student teaching semester for music education majors. All music majors must participate in at least two semesters of a choral ensemble. In addition, singers continue to enroll in choral ensembles every semester; instrumentalists play in large instrumental ensembles every semester; and keyboard majors accompany for at least six semesters. In all ensembles, attendance at two to five hours of rehearsal each week and at all performances is required. All music majors are strongly encouraged to participate in additional ensembles to augment their performance experience at Meredith.

Transfer students and 23$^+$ students majoring in music who have had previous ensemble experience may transfer ensemble credits from other accredited colleges and universities. In addition, certain high quality non-collegiate ensemble experiences may be accepted as meeting the ensemble requirement on a limited basis. Decisions will be made on a case-by-case basis by the Director of Choral Activities or the Director of Instrumental Activities in consultation with the department head. Each transfer student or 23$^+$ student must complete a minimum of 4 semesters of participation in Meredith ensembles.

Sophomore/Transfer Conference

The sophomore/transfer conference is designed as an advising tool at the time the music student has had basic foundation courses and before she formally declares her major. Normally scheduled early in the fourth semester of full-time study, the conference between the student and a faculty committee will assess past, present, and future work and advise the student regarding her specific choice of major. Full details regarding this conference are available in the music office, the Handbook for Music Students, and from faculty advisers in music.

Portfolio

Music majors are expected to keep a portfolio which will document their college careers and keep a tangible record of skills and abilities that they develop. The portfolio includes items such as recital programs, jury comment sheets, final projects, disks of computer programs and compositions, curricular checklists, and video and audio recordings of performances. Students review portfolios with their advisers in advising conferences, the sophomore/transfer conference, and exit interviews.

Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations. Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sightreading.

All students in the Bachelor of Music degree program must attain and complete at least one semester of Piano 144. Music education majors must fulfill this requirement before student teaching.

Specific requirements for both keyboard proficiency and placement into Piano 144 are available in the departmental office and in the Handbook for Music Students.

Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

Each student giving a recital (sophomore, junior, lecture-recital, graduation, or graduate) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. An additional fee is charged.

Applied Music

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

In addition to the repertoire requirements listed in each applied area, students will learn skills in improvisation and sight-reading each semester of applied study.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

Semester Hours Credit	Weekly/ Lessons Half-Weekly	Practice Hours
1	1	5
2	2	10
3	2	15
4	2-3	20

Because of the individualized nature of private and group lessons, applied music fees are assessed for all applied music courses. Singers and instrumentalists who utilize professional accompanists are also responsible for accompanists' fees.

Piano

Associate Professor Lyman, Coordinator; Professor Fogle; Adjuncts Clyburn, Evans, Jolly, Jong, Lohr, Mitchell, Pittman, Riva-Palacio, and A. Stephenson.

Piano study is offered for the general college student, the music major whose principal applied study is not piano, and the piano major. Repertoire requirements vary accordingly. For detailed information on piano study, consult the Piano Handbook.

Functional piano (for the classroom and in preparation for keyboard proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of materials.

Each level of study represents a particular stage of advancement. Bachelor of Music students whose principal applied study is piano must attain 144 level before applied credit in piano can be counted toward the graduation requirement.

Other Applied Music	
Cello	*Adjunct Hudson*
Double Bass	*Adjunct Dyke*
Clarinet	*Adjunct Gilmore*
Flute	*Adjuncts Lester and Zalman*
Guitar	*Adjuncts E. Stephenson and Dunson*
Oboe	*Adjunct Shull*
Organ	*Professor D. Lynch, Coordinator; Adjunct Cherry*
Percussion	*Assistant Professor Roller*
Saxophone	*Adjunct Gilmore*
Violin	*Assistant Professor Roller, Coordinator of Instrumental Music; Adjuncts Atchley, Chung, Friedli, M. Garriss, P. Garriss, and Partridge*
Voice	*Professor Williams, Coordinator; Assistant Professor Dillard de Jong; Adjuncts Poniros, and Thomas; Accompanist Dupre*

Majors in Music

Bachelor of Arts in Music 48 hours

Music courses 32

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUS 494 Seminar in Music Literature	2

Applied Music and Electives 16 hours

Minimum in applied music	8
MUS 491 Graduation Recital	1
Electives in Music	7
Ensembles	8 semesters

Bachelor of Arts in Musical Theatre

See the Department of Dance and Theatre for requirements, page 71.

Bachelor of Music in Performance 124 hours

General Education Requirements 36-54 hours

CORE 100 The Context of Culture	4
CORE 200 Cultural Connections	0-3
CORE 400 Global Perspectives	3
ENG 111 Principles of Writing	3
ENG 200 Texts and Contexts	3
HIS 101, 102 or 103	3
REL 101, 102, 103, 104 or 105	3
Mathematics	3
Foreign language	0-12
Voice majors must take one year each of two different foreign languages or demonstrate competency	
All other BM majors must take two semesters of the same language or demonstrate competency	
Laboratory science	4
Science in Society elective	3
Behavioral & Social Science	3
Four physical education activity courses or one health education course and two physical education activity courses	4
Threads: 2 writing, 1 ethics, 1 oral communication, 1 information retrieval	
Experiential Learning: one approved EL experience and 12 cultural events	
Competency requirement: fundamental computer skills	

Music Courses for a concentration in Keyboard, Instrument, or Composition 82 hours

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUS 220, 321 Pedagogy	4
MUS 300 and 301 or 302 Conducting	4
MUS 494 Seminar in Music Literature	2
MUA 495 Seminar in Theory	2
MUS 314 Literature of Applied Music	2
Principal applied study	24
Secondary applied study(ies)	4
MUS 390 Junior Recital	1
MUS 490 Graduation Recital	1
Music electives	8
Ensembles	8 semesters
Keyboard proficiency	

Music Courses for a concentration in Voice 82 hours

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUS 220 Pedagogy	2
MUS 256, 257, 258 Phonetics	3
MUS 300 and 301 Conducting	4
MUS 494 Seminar in Music Literature	2
MUA 495 Seminar in Theory	2
MUS 314 Literature of Applied Music	2
Applied Voice	24
Secondary applied study(ies)	4
MUS 390 Junior Recital	1
MUS 490 Graduation Recital	1
Music electives	7
Choral ensembles	8 semesters
Keyboard proficiency	

Music courses for a concentration in Piano Pedagogy 82 hours

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 220, 321, 322, 423, 424, 425 Pedagogy	12
MUS 300 and 301 or 302 Conducting	4
MUS 310, 311, 312, 313 Music History	8
MUS 314 Literature of Applied Music	2
Applied Piano	22
Secondary applied study(ies)	4
MUS 391 Lecture Recital Workshop	1
MUS 490 Graduation Recital	1
Music electives	6
Choral ensembles	8 semesters
Keyboard proficiency	

Bachelor of Music in Music Education 123-132 hours

General Education Requirements 39-48 hours

CORE 100 The Context of Culture	4
CORE 200 Cultural Connections	0-3
CORE 400 Global Perspectives	3
ENG 111 Principles of Writing	3
ENG 200 Texts and Contexts	3
HIS 101, 102 or 103	3
REL 101, 102, 103, 104 or 105	3
Mathematics	3
Foreign language	0-6
Laboratory science	4
Science in Society elective	3
SOC 335 Race and Ethnic Relations	3
PSY 312 Psychology of Exceptional Individuals	3
Four physical education activity courses or one health education course and two physical education activity courses	4
Threads: 2 writing, 1 ethics, 1 oral communication, 1 information retrieval	
Experiential Learning: one approved EL experience and 12 cultural events	
Competency requirement: fundamental computer skills	

Education courses 20 hours

MUS 720 Materials and Methods Elementary	2
MUS 721 Materials and Methods Middle	2
EDU 234 Educational Psychology	3
EDU 232 Foundations of American Education	3

EDU 439 Student Teaching (Block)	6
EDU 441 Intro to Audio/Visual Materials (Block)	1
EDU 471 Reading (Block)	1

Courses chosen from one of the following emphases: 64 hours

Music courses for Choral/General Emphasis

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUA 060 String Instruments	2
MUA 068 Guitar Lab	1
MUA 070 Woodwind Instruments	2
MUA 080 Brass and Percussion Instruments	2
MUS 300 and 301 Conducting	4
MUS 304 Instrumentation	1
MUS 308 Choral Arranging	2
MUS 722 Materials and Methods Secondary	2
Principal Applied Study	14

Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective.

Secondary applied study(ies)	3
MUS 491 Graduation Recital	1
Ensembles	7 semesters
Keyboard proficiency	

Music courses for Instrumental Emphasis

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUA 060 String Instruments	2
MUA 068 Guitar Lab	1
MUA 070 Woodwind Instruments	2
MUA 080 Brass and Percussion Instruments	2
MUS 300 and 302 Conducting	4
MUS 304 Instrumentation	1
MUS 306 Orchestration	2
MUS 723 Materials and Methods Instrumental	2
Principal Applied Study	14
Secondary applied study(ies) (must include 1 hour of voice)	2
MUS 491 Graduation Recital	1
Instrumental ensembles	7 semesters
Keyboard proficiency	

Certificate in Church Music

Students interested in church music are encouraged to earn this certificate. The candidate must complete one of the major undergraduate degree programs in music, including the following specific requirements:

MUS 300-301 Conducting	4
MUS 395, 396, 397 Church Music	6
MUS 934 Internship	4
Religion	12
(In addition to the three-hour religion requirement for all degrees, choose nine additional hours.)	
Applied Music	18-28
Principal applied (14-24) — Complete 300 level (Organ, voice, or piano)	
Secondary applied(s)	4
100 level in two of the following (other than principal applied): organ, piano, voice	2 semesters minimum
Graduation Recital 490 or 491	1
Ensembles must include the following experiences:	
Choral ensembles	4 semesters
Handbells	2 semesters
Accompanying	6 semesters
(Students whose principal applied is organ or piano)	

Minor in Music 24 hours

MUS100, 101 Elementary Theory I & II	6
MUS 140, 141 Keyboard	2
MUS 150, 151 Ear Training	2
Music courses 200 level or above other than ensembles)	6
MUS or MUA course (with a limit of 4 hours of ensembles)	8

— For Applied Music courses, see page 152.
— For Music courses, see page 156.
— For Music Ensemble courses, see page 155.

Psychology

Professor Huber, Head; Professors Aubrecht, Heining-Boynton, and Hornak; Associate Professors Edwards and Fairbank; Assistant Professor O'DeKirk; Adjunct DiFranco.

The goal of the psychology department is to help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A **major in psychology** would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work and other fields.

The **Pre-Art Therapy major** is a pre-professional program designed to prepare the student for graduate study for an Art Therapy degree. The student interested in this area needs to have an excellent academic record to be a viable graduate student candidate. The student must demonstrate proficiency in both studio art and psychology courses.

Facilities and Resources

The psychology department occupies the majority of two floors in Ledford Hall, one of the newer buildings on campus. It has ample laboratory space and equipment for student research and it has established an endowment fund for research needs. The department has a laboratory for the treatment of children with autism. The Meredith Autism Program (MAP) is conducted in conjunction with UCLA.

PSY 100 is a prerequisite for all courses with the exception of PSY 210 and PSY 312, for which either PSY 100 or EDU 234 can serve as a prerequisite.

Majors in Psychology and Pre-Art Therapy

Psychology 31 hours

PSY 100 Introduction to Psychology	3
PSY 200 Statistical Methods in Psych	3
PSY 300 Research Methods in Psych	4
Social psychology chosen from the following	6
PSY 310 Psych of Children and Adolesc (3)	
PSY 312 Psych of Exceptional Indiv (3)	
PSY 410 Social Psychology (3)	
Clinical psychology chosen from the following	6
PSY 320 Abnormal Psychology (3)	
PSY 324 Conditioning and Behavior Modification (3)	
PSY 420 Theories of Personality (3)	
PSY 422 Psychological Testing and Evaluation (3)	
PSY 424 Theory and Practice in Counseling (3)	
Experimental psychology chosen from the following	6
PSY 330 Neuropsychology (3)	
PSY 332 Perception (3)	
PSY 334 Animal Behavior (3)	
PSY 430 History and Systems in Psy (3)	
PSY 432 Memory, Language and Cognition (3)	
Electives in approved psychology courses	3
Portfolio	0
Exit examination	0

To help the student review and integrate her study of psychology, the requirements for a major in psychology will include a portfolio to be compiled by each student demonstrating competency in the following areas: **(1)** knowledge base; **(2)** ethics; **(3)** communication; **(4)** information gathering; **(5)** research and analytical methods; **(6)** interpersonal skills; and **(7)** practical application. The portfolio requires the successful completion of an exit exam. The examination will normally be taken during the semester preceding graduation.

Pre-Art Therapy 49 hours

ART 101 Drawing I	3
ART 105 Two-Dimensional Design	3
ART 206 Color Theory	3
ART 210 Painting I	3
ART 260 Ceramics II	3
ART 734 Theory & Methods Art Pre-K-5	3
ART 735 T & M Art in Middle Sch 6-8	3
ART 736 T & M Art in High Sch 9-12	3
PSY 100 Intro to Psychology	3
PSY 200 Statistical Methods in Psych	3
PSY 210 Life Span Developmental or PSY 310 Psych of Children and Adolescent	3
PSY 300 Research Methods in Psychology	4
PSY 312 Psych of Exceptional Individual	3
PSY 320 Abnormal Psychology	3
PSY 332 Perception	3
PSY 420 Theories of Personality	3

Minor in Psychology 18-21 hours

Statistics	3
If the statistics course is PSY 200, these hours will count toward the 18 hours in Psychology.	
Other statistics courses do not count as part of the 18 hours.	
Electives in psychology	15-18

Teacher licensure is available in B-K and K-6. See licensure requirements in the School of Education listing.

— For Psychology courses, see page 164.

Religion and Philosophy

Assistant Professor Nelson, Head; Professor Vance; Assistant Professors Suarez and Winfield; Adjuncts Herman and Palmer

The department offers a major in religion and minors in religion and philosophy.

The department's **purpose** is to encourage students to explore and to understand religious and philosophical perspectives on human life. The study of religion and philosophy in the liberal arts curriculum prepares students to live in our ever-expanding world where multiple religious, philosophical and ethical perspectives inform the different ways in which people inhabit, experience and ultimately shape the world we all share. Living in a global context requires sensitive understanding and critical evaluation of religious identities: their texts and symbols, their histories and worldviews, their social institutions and material practices. It also requires specific skills and methods to analyze the complex ways in which religion and culture inform each other, as well as to negotiate interactions between different and often conflicting perspectives and values.

To this end, the department offers general education courses with the goal of developing students' basic religious literacy. The introductory courses in religion meet this goal, through enabling students to

- understand the differences between practitioner perspectives and academic perspectives;
- utilize the common terminology and methodologies applicable to the study of religion;
- demonstrate critical, analytical and comparative thinking skills about the various dimensions of religion; and
- develop understanding and appreciation of one's own and others' religious beliefs and ethical perspectives.

The major and minor build on this foundation in religious literacy through educating students in the various dimensions of scholarship in the field of religious studies. Religion courses enable students to

- utilize the various intellectual lenses employed by scholarship in the field of religious studies to think, speak and write cogently about the complexity of religious phenomena;
- critically evaluate various theories with attention to their specific cultural and historical differences;
- interpret texts sensitively and critically, recognizing the complexities of language, history, culture, and symbols within various religious traditions;
- generate research in religious studies;
- build active connections across differences, within differences, through differences; and
- analyze the complex and sometimes contradictory ways in which religion and culture are connected to one another.

The department seeks to assist students preparing for graduate study and/or a career. A major in religion provides a foundation and personal depth which can lead to a variety of fulfilling professional options. Many students combine a major in religion with a second major or licensure in a professionally-oriented field of study.

Students who wish community internships or advanced study or research in religion and philosophy should consult with the department head and arrange for it through the special studies options listed on page 67.

Students may elect courses through the Cooperating Raleigh Colleges.

Major in Religion 30 hours

Three courses chosen from REL 101, 102, 103, 104, 105	9
REL 201 Methods of Study of Religion	3
Two courses at the 200 level	6
Three courses at the 300-400 level	9
REL 497 Senior Seminar	3

At least one course elected must be a course which focuses on a non-western/eastern religious tradition. Courses which meet this criteria include REL 102, REL 251, REL 252 and REL 351. In addition the department may designate REL 200 and 400 as meeting this requirement when the topic is appropriate.

At least one course in philosophy is recommended.

Minors in Religion and Philosophy

Religion 18 hours

A 100-level Religion course	3

Students must take at least one course beyond the 100 level from two different areas of study. At least one course in philosophy is recommended.

Philosophy 18 hours

PHI 201 Introduction to Philosophy	3
PHI 251 Ancient Greek Philosophy	3
PHI 252 Modern Philosophy	3
Electives chosen from the following	9

PHI 105 Philosophy of Religion (3)
PHI 205 Political Ideas Seminar (3)
PHI 210 Critical Thinking (3)
PHI 344 Biomedical Ethics (3)
PHI 345 Environmental Ethics (3)
ECO 324 History of Economic Thought (3)
PSY 420 Theories of Personality (3)
SOC 489 Social Theory (3)
Or other courses approved by the department head.

Teacher licensure is available in B-K and K-6. See licensure requirements in the School of Education listing.

— *For Philosophy courses, see page 162.*
— *For Religion courses, see pages 166–168.*

Sociology and Social Work

TBA, Head; Professor Bishop, Social Work Program Director; Professor Zingraff; Associate Professor Brown, Assistant Professors Cokely, Denning and Maillet; Adjuncts Hall and Riker-Sheets.

The Department of Sociology and Social Work offers two degree programs, a Bachelor of Arts (BA) with a major in sociology, and a Bachelor of Social Work (BSW). The BSW is a professional degree, the only baccalaureate degree that prepares graduates for entry into professional social work practice and into MSW programs at the advanced standing level.

The department encourages within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present multiple perspectives as a solid foundation for employment or for continued study in graduate schools of sociology, social work, and other related fields.

The undergraduate major in social work is accredited by The Council on Social Work Education. Certification for teaching at all levels may be combined with a major in sociology or social work.

Field projects, community internships, volunteer experiences, and cooperative education placements are available to students to provide them with the knowledge and experience helpful in planning careers. Students are also encouraged to take a career planning seminar offered through the Career Center.

The Department of Sociology and Social Work is organized into the Sociology Program and the Social Work Program. Goals of each are listed below.

Graduates well grounded in sociology will be able to

- Understand ways to improve interpersonal and intercultural understanding and tolerance;
- Understand the role of scholarship in assessment of personal ideas and social policies;
- Utilize knowledge and skills for appropriate selection and application of research methods and statistics;

- Engage in critical thinking skills that distinguish individual and institutional actions and outcomes;
- Engage in critical thinking skills that apply the dialectic to societal patterns of domination and subordination; and
- Utilize knowledge about the social foundation of rewarding and enduring communities.

Social Work Program Objectives

Upon successful completion of the social work program, graduates will demonstrate the ability to

- Apply critical thinking skills within the context of professional social work practice;
- Understand the value base of the profession and its ethical standards and principles and practice accordingly;
- Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.;
- Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice;
- Understand and interpret the history of the social work profession and its contemporary structures and issues;
- Apply the knowledge and skills of generalist social work practice with systems of all sizes;
- Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities;
- Analyze, formulate, and influence social policies;
- Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions;
- Use communication skills differentially across client populations, colleague, and communities;
- Use supervision and consultation appropriate to social work practice; and
- Function within the structure of organizations and service delivery systems and seek necessary organizational change.

Resources

The department houses the Sociology/Social Work research lab, which offers our majors several computers for school work, a small library of sociology and social work books and journals and a meeting place for students to study or eat lunch between classes.

Career Directions

Following graduation, sociology majors have attended graduate school in sociology or law and have found careers in legal services, research institutes, teaching, urban ministries, public relations, job/community development, and in community agencies serving children, battered women, pregnant teens, and older adults.

Social graduates have accepted positions in departments of social services, public school systems, hospitals and other health and mental health settings, long-term care facilities, domestic violence and sexual abuse agencies, programs for abused and neglected children, and services to the aging. A growing number of BSW graduates apply and are accepted to advanced standing in MSW programs in North and South Carolina, Virginia, Louisiana, and California.

Students who wish community internships or advanced study or research in sociology or social work should consult with the department head or on appropriate faculty member to arrange for a special studies option. Students may elect courses through the Cooperating Raleigh Colleges.

SOC 230, 231, or 260 is required as a prerequisite for all sociology courses unless otherwise specified. Prerequisites may be waived in exceptional cases.

Major in Sociology

Sociology 30 hours

SOC 230 Principles of Sociology	3
SOC 374 Social Research Principles	3
SOC 375 Social Research Meth & Stats	3
SOC 471Sociology Service Project	1
SOC 472 Sociology Literature Review	1
SOC 473 Prof Developments in Sociology	1
SOC 489 Social Theory	3
SOC 496 Seminar in Sociological Analy	3
Electives chosen from the following	12

- SOC 231 Social Problems (3)
- SOC 260 Cultural Anthropology (3)
- SOC 299 Into to Research in Sociology (1-3)
- SOC 332 Human Sexuality (3)
- SOC 335 Race and Ethnic Relations (3)
- SOC 336 Criminology (3)
- SOC 337 Corrections (3)
- SOC 338 Sociology of Families (3)
- SOC 340 Aging and Retirement (3)
- SOC 341 Sociology of Religion (3)
- SOC 430 Population Dynamics (3)
- SOC 431 Social Stratification (3)
- SOC 432 Sociology of Organizations (3)
- SOC 433 Sociology of Education (3)
- SOC 498 Honors Thesis in Sociology (3)
- SOC 499 Research in Sociology (1-3)

Major in Social Work

Accreditation

The BSW degree is fully accredited by the Council on Social Work Education and prepares students for entry level professional generalist social work practice.

Life and Work Experience: The program does not grant credit for life and work experience in lieu of required social work classes.

Admissions

Students who declare the major in social work must be formally admitted to the social work program before completing more than 12 hours of social work (SWK) courses. See department for admissions criteria and procedures.

Only social work majors who have been formally admitted to the program may enroll in social work practice courses (SWK 304, 305, 401) and the field placement and concurrent field instruction seminar (SWK 402, 403).

Social Work 59 hours

BIO 101/141 General Biology I and Lab	4
SOC 230 Principles of Sociology	3
PSY 100 Introduction to Psychology	3
PSY 200 Statistical Methods in Psychology	3
POL 100 American Political Systems	3
SWK 240 Populations-at-Risk & Social Justice	3
SWK 241 Intro to Soc Work & Soc Welfare	3
SWK 302 Social Policy Analysis	3
SWK 304 Generalist Pract w/Individuals	3
SWK 305 Generalist Pract w/Families	3
SWK 307 HBSE: Infancy – Adolescence	3
SWK 308 HBSE: Adulthood Thru Aging	3
SWK 309 Research Methods for SWK Practice	3
SWK 311 Prep for SWK Field Placement	1
SWK 401 Gen Pract w/Com, Org, Groups	3
SWK 402 Social Work Field Experience	12
SWK 403 Field Placement Seminar	3

Minors in Sociology and Social Work

Criminal Justice Studies 21 hours

SOC 230 Principles of Sociology	3
POL 100 American Political Systems	3
SOC 336 Criminology	3
POL 930 or SOC 930 Internship (Open to Juniors and Seniors)	3
Electives chosen from the following	9
SOC 337 Corrections (3)	
SOC 335 Race and Ethnic Relations (3)	
POL 300 Law and Society (3)	
POL 301 Const & Rights of Americans (3)	
POL 305 Intro to Public Administration (3)	
HIS 215 American History Since 1876 (3)	

Sociology 18 hours

SOC 230 Principles of Sociology required	3
Electives in sociology	15

Teacher licensure is available in B-K and K-6. See licensure requirements in the School of Education listing.

For Sociology courses, see page 168.

For Social Work courses, see page 172.

Women's Studies

Professor Shapiro, Director

Women's Studies is an interdisciplinary field that draws on the social and natural sciences, humanities and the arts. The Women's Studies program integrates the study of women's lives with the general curriculum. Study in the program provides a forum in which women's issues are discussed and debated. The Women's Studies program welcomes students to address sexual, cultural, racial, and ethnic differences in an interdisciplinary framework. Because women's studies cuts across most areas of knowledge, students can raise similar questions within different disciplines, and by using various methodologies achieve a deeper understanding of the complexity and wholeness of human experience. The field not only compels us to recognize the problems and possibilities of the world in which we live, but also empowers us to change the world. Finally, The Women's Studies program seeks to create a community that offers intellectual stimulation at Meredith by hosting visiting exhibits, providing internship experiences, concerts, readings, lectures, symposia, and conferences.

The Women's Studies program offers a major and a minor, which provide an excellent foundation for students who plan on entering professional schools in law, medicine and business, on pursuing advanced degrees in Women's Studies, the Humanities, and Social Sciences, or moving into careers in business, government, teaching, health and fitness, social administration, counseling and advocacy. Students may choose from the designated catalogue courses or gain approval from the Director of Women's Studies for special studies, honor's thesis, individual study, internships and service learning projects. The Women's Studies program is designed to allow the student to progress through a sequence of experiences as they:

- analyze the complex ways in which gender is socially constructed and contextualized within different dimensions of experience—particularly family, race, ethnicity, class, and sexuality;
- examine complex situations of women in diverse cultures and their interdependence in an era of globalization;
- critique the socially constructed and situated nature of knowledge, and claims of truth;
- explore their own voice by connecting theory and practice—intellectually, ethically, politically, personally, and professionally;
- connect Women's Studies to the history of feminist movements and contemporary scholarship; and
- apply research methodologies to generate epistemological perspectives in Women's Studies.

Major in Women's Studies (30 – 33 credit Hours)

Students who major in Women's Studies must take the CORE Curriculum; the remaining elective credits must be selected in such a way that they give coherence and focus to their program of study. Such focus must be discussed with and approved by the Women's Studies Director.

Core 12 hours:

WST 200 Reading Women's Lives; Introduction to Women's Studies (3 cr)
WST 300 Contemporary Feminist Theories (3 cr)
WST 490 Selected Topics in Women's Studies (3 cr)
WST 499 Research in Women's Studies (3 cr)

Students may fulfill this: a) as a WST 499 course or b) incorporate Women's Studies scholarship as a significant dimension of a senior project done within the context of another major.

Electives 21 additional credit hours

(12 credit hours at the 300 level or higher)

Approved Women's Studies or cross-listed courses that are listed in the current catalogue or course schedule.

Recommended: *WST 472 Women's Studies Service Project (1- 3 hours)

Minor in Women's Studies (18 Credit Hours)

Core 6 hours

WST 200 Reading Women's Lives; Introduction to Women's Studies (3 cr)
WST 300 Contemporary Feminist Theories (3 cr)

Electives 12 additional credit hours

(9 credit hours at the 300 level or higher)

Approved Women's Studies or cross-listed courses that are listed in the current catalogue or course schedule.

Following is a list of approved cross-listed courses.

FCS 355 Family Resource Management
COM 375 Gender Communication
ECO 335 Gender and the Economy
ENG 359 Seminar in American Women Writers
FRE 309 French Women Writers
HED/SOC 320 Our Bodies—Our Lives; Shaping Female Identity
PSY 212 Psychology of Gender Roles
REL 268 Women in the Bible
REL 283 Women in the Christian Tradition
REL 497 Global Christian Feminist Theology

SOC 231 Social Problems
SOC 240 Populations of Social Justice
SOC 332 Human Sexuality
SOC 338 Sociology of the Family
SOC 430 Population Dynamics
SOC 943/COM 943 Images of Women in the Media

WST 299 Research in Women's Studies
WST 472 Women's Studies Service Project
WST 498 Honor's Thesis in Women's Studies
WST 499 Research in Women's Studies

Courses of Study

Subject Codes

Code	Subject
ACC	Accounting
ART	Art
BIO	Biology
BK	Birth-Kindergarten Licensure
BUS	Business
CAP	Capstone
CD	Child Development
CFM	Clothing & Fashion Merchandising
CHE	Chemistry
CHI	Chinese
CIS	Computer Information Systems
COE	Cooperative Education
COM	Communication
CORE	General Education Core
CPS	Career Planning
CSC	Computer Science
DAN	Dance
ECO	Economics
EDU	Education
ENG	English
ENS	Environmental Studies
ESS	Exercise and Sports Science
FCS	Family & Consumer Science
FL	Foreign Language
FN	Foods and Nutrition
FRE	French
GEO	Geography
GER	German
HED	Health
HIS	History
ID	Interior Design
IDS	Interdisciplinary Studies
ITA	Italian
LAT	Latin
LEG	Legal Studies
MAT	Mathematics
MRE	Medieval & Renaissance Studies
MUA	Applied Music
MUE	Music Ensembles
MUS	Music
PED	Physical Education
PHI	Philosophy
PHY	Physics
POL	Political Science
PSY	Psychology
REL	Religion
SCI	Science
SOC	Sociology
SPA	Spanish
SWK	Social Work
THE	Theatre
WST	Women's Studies

Please Note: Numbers in parentheses after course title refer to semester hours credit. Example (3.00 cr.)

Accounting

ACC-230 Principles of Accounting I (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of basic accounting principles, accounting cycle, and preparaion and interpretation of financial statements. Not recommended for reshmen.

ACC-231 Principles of Accounting II (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

The application of accounting principles to partnerships and corporaions; analysis of financial reports and statements, and preparation of ash flow statements. Prerequisites: ACC-230.

ACC-330 Intermediate Accounting I (3.00 cr.)

(Fall, Course Offered Every Year)

The development of corporate financial accounting theory and its pplication to in-depth problems of financial statement account valuaion, analysis of working capital, and determination of net income. Also included is a study of the development of accounting concepts nd principles; short-, intermediate-, and long-term obligations; and nvestments. Prerequisites: ACC-231; minimum grade C.

ACC-331 Intermediate Accounting II (3.00 cr.)

(Spring, Course Offered Every Year)

A continuation of ACC-330, featuring topics such as income measurement and valuation issues related to stockholder's equity, long-term liabilities, special sales methods, investments, accounting changes, and pensions. Related professional literature will be analyzed. Prerequisites: ACC-330; minimum grade C.

ACC-332 Managerial Accounting (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

The analysis of financial data for managerial decision making; interpretation of accounting data for planning and controlling business activities. Prerequisites: ACC-231.

ACC-333 Cost Accounting (3.00 cr.)

(Spring, Course Offered Every Year)

The analysis of cost factors and their relationship to production, emphasizing cost procedures and information systems; standard costs and variance analysis. (ACC-332 is strongly recommended.) Prerequisites: ACC-231 and ACC-332, or ACC-231 and ACC-330.

ACC-336 Federal Taxation - Individuals (3.00 cr.)
(Fall, Course Offered Every Year)

A comprehensive interpretation and application of the federal income tax code as it pertains to the determination of taxable income and computation of tax liability for individuals. Prerequisites: ACC-231.

ACC-337 Fed Tax - Corp & Partnerships (3.00 cr.)
(Spring, Course Offered Every Year)

A comprehensive interpretation, analysis and application of the federal tax code as it pertains to the determination of taxable income and tax liability for corporations, partnerships, estates, and trusts. Prerequisites: ACC-336.

ACC-436 Selected Topics in Accounting (3.00 cr.)
(Fall, Course Offered Every Year)

A study of professional presentation and disclosure requirements related to: dilutive securities, deferred compensation, plans, deferred income taxes, leases, statement of cash flows foreign currency transactions and translation, and partnerships; will include discussion of new and pending pronouncements by the Financial Accounting Standards Board. Prerequisites: ACC-331.

ACC-437 Advanced Accounting (3.00 cr.)
(Fall, Course Offered Every Year)

A study of financial accounting for complex business relationships, including business combinations and consolidated financial statements. Also included is a study of governmental and non-profit accounting

for state and local governments, hospitals, universities, and voluntary health and welfare organizations. Prerequisites: ACC-331

ACC-438 Auditing (3.00 cr.)
(Spring, Course Offered Every Year)

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence, internal control, professional ethics, and legal responsibility. Related materials of professional importance will be used. May be taken without prerequisite class with permission of the instructor. Prerequisites: ACC-331.

ACC-440 Legal Environment of Accounting (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the main principles of law affecting the conduct of trade and industry; focus is on business law topics which are tested on the CPA exam.

ACC-498 Honors Thesis in Accounting (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of accounting. The project must meet Honors Program thesis requirements as well as expectations of business faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

ACC-499 Research in Accounting (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. It represents a study or investigation conducted by an undergraduate that makes an intellectual contribution to business. Junior or senior standing only. May be repeated for credit for a maximum of six credit hours.

Art

ART-100 Theory & Practice of the Visual Arts (2.00 cr.)
(Fall, Course Offered Every Year)

Concepts and theories inherent in the visual arts are introduced and discussed with practical application through writing and studio projects. Careers are discussed by selected professionals in various art careers in their workspaces. Studio fee assessed.

ART-101 Drawing I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of basic drawing techniques and fundamental concepts and relationships within the pictorial composition. Six studio hours per week. Studio fee assessed.

ART-103 Computer Drawing: Photoshop (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the computer as an artistic tool for painting, drawing and design. This course will introduce the student to the computer as a means of visual expression. Students will learn to draw, paint, and design on the computer using appropriate software. Some computer experience is encouraged for this course. Pass/Fail grading only.

ART-104 Oak Leaves (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

As apprentices on the staff of Meredith's yearbook, "Oak Leaves," students will carry out a variety of assignments — both individual and as a group, as determined by the editor in conjunction with the course instructor. Among the areas included will be layout design, photography, computer graphics, editing, selling ads, fund raising, and writing copy. Pass/Fail grading only. May be repeated for credit. Additional time required.

ART-105 Two-Dimensional Design (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An exploratory study of the basic elements and principles of two-dimensional design through creative image generation using predominantly black and white and gray scale and a variety of media. Six studio hours per week. Studio fee assessed.

ART-130 Photography I (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Introduces the use of the camera, lighting, and composition; darkroom techniques for developing black and white film, making contact prints and enlargements; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Students must have a 35mm or 120 film size camera with adjustable focusing, shutter speeds and lens openings. Six studio hours per week. Studio fee assessed.

ART-140 Introduction to Graphic Communication (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to graphic communication concepts and applications, including design considerations, print production, and terminology necessary to effectively prepare simple visual communications. Project work will include the use of computers and page layout software to put concepts into practice. Six studio hours per week. Studio fee assessed.

ART-142 History of Architectural Interiors & Furnishings (3.00 cr.)

(Fall, Course Offered Every Year)

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ID-142.

ART-144 Interior Design I (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An exploration of the basic principles and skills of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. Also offered as ID-144. Prerequisites: ART-101. Corequisite courses: ART-101.

ART-160 Ceramics I (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course. Six studio hours per week. Studio fee assessed.

ART-201 Drawing II (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in Drawing I. Color is introduced through various media. May be repeated once for credit to explore additional media, techniques and processes with permission of instructor. Six studio hours per week. Studio fee assessed. Prerequisites: ART-101.

ART-206 Color Theory (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the theory of color and light as perceived by the human eye. Color properties, systems, mixing, symbolism, and psychology are studied through experimentation with materials and visual elements used by the artist and designer. Six studio hours per week. Studio fee assessed. Prerequisites: ART-101, ART-105.

ART-207 Three-Dimensional Design (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

The elements and principles of three-dimensional design will be explored through the study of natural and human-made structures. Basic construction processes and economical materials will be used to investigate structure and form. May be repeated once for credit to explore additional media, techniques and processes with permission of instructor. Six studio hours per week. Studio fee assessed. Prerequisites: ART-101, ART-105.

ART-210 Painting I (3.00 cr.)

(Fall, Course Offered Every Year)

An introduction to basic painting techniques and media. Oil and water-based media are usually offered in alternating years. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-206.

ART-220 Topics in Non-Western Art (3.00 cr.)

(Spring, Course Offered Every Year)

Rotating topics focusing on the art from non-western societies, such as India, Japan, China and Africa. Study emphasizes the context of their cultures and comparisons to western art. May be repeated for credit.

ART-221 Survey Western Art: Ancient-Early Renaissance (3.00 cr.)

(Fall, Course Offered Every Year)

A survey of the history of western architecture, sculpture, and painting from circa 2400 B.C. to 1500 A.D. In addition to examining art within its historical context and exploring human cultural diversity, students will gain fundamental skills of visual analysis, acquiring the vocabulary and concepts needed to discuss works of art orally and in writing.

ART-222 Survey Western Art: High Renaissance-Modern (3.00 cr.)

(Spring, Course Offered Every Year)

A survey of the history of western architecture, sculpture, and painting from circa 1450 to the post-modern present. In addition to examining art within its historical context and exploring human cultural diversity, students will gain fundamental skills of visual analysis, acquiring the vocabulary and concepts needed to discuss works of art orally and in writing.

ART-230 Photography II (3.00 cr.)

(Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in ART-130, with an emphasis on the pursuit of photography as a fine art form. Six studio hours per week. May be repeated for credit. Studio fee assessed. Prerequisites: ART-130.

ART-244 Fundamental Concepts of Art (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Children's developmental stages, as expressed through art, will be the framework for exploring how visual symbols develop, how art materials are used and how both symbols and techniques become increasingly complex throughout childhood. It will also address the reasons why many adults are afraid of creating art. Students will retrace the developmental process themselves through experimentation with art materials appropriate for use at different ages. Required for all K-6 licensure students.

ART-245 Typography and Layout (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the uses of typography and the composition of visual information. Through exercises and design projects, students will develop the ability to select and manipulate type and to compose various elements for visual impact and effective communication. Six studio hours per week. Studio fee assessed. Prerequisites: ART-101, ART-105 and ART-140. Corequisite courses: ART-246.

ART-246 Typography Lab (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

The typography lab meets for a total of 6 hours and is an integral and necessary component of ART-245, Typography. The lab involves intensive hands-on computer technical training in the graphical design software programs used in professional practice. In addition to implementing the programs to complete the conceptual assignments in Typography, the lab provides the environment for the inevitable troubleshooting and technical problems the students will encounter in their professional life. The lab is an opportunity for students to put into practice the concepts delineated in ART-245, Typography. Corequisite courses: ART-245.

ART-248 Illustration I (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

The development of technical rendering skills for the illustrator or designer using various media and materials, including ink, colored pencil, and marker. Six studio hours per week. Studio fee assessed. Prerequisites: ART-206 or ID-243.

ART-260 Ceramics II (3.00 cr.)

(Spring, Course Offered Every Year)

An extension of the techniques and concepts encountered in ART-160. Emphasis will be placed on gaining depth of experience and a personal approach. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-160.

ART-270 Fibers (3.00 cr.)

(Fall, Course Offered Every Year)

An introduction to techniques of surface design on fabric. Through production of one-of-a-kind textile pieces, students learn fabric processes such as dyeing, painting, stamping, stenciling, screen printing, serti, batik and tie-dye. The course also includes study of contemporary and historical textiles from around the world. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-206.

ART-275 Metals and Jewelry (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introduction to traditional metal and jewelry techniques. With an emphasis on design and research, students will learn the use of tools and equipment to create jewelry and small-scale objects. The course will enable students to develop skills such as design layout and facility with a variety of precious and non-precious materials through the creation of one-of-a-kind pieces. Techniques may include: sawing, fabrication, casting, enameling, and surface embellishment. This course may be repeated for credit. Repeat students will be encouraged to develop more complex work and research. Six studio hours per week. May be taken without prerequisite course with permission from the instructor. Studio fee assessed. Prerequisites: ART-105.

ART-299 Introduction to Research in Art (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to pursue original research in the field of art. In conjunction with a faculty member, the student will formulate and execute a research project at an intermediate level of complexity. The project will require a culminating experience appropriate to the field of artistic study, such as a paper or artistic object or performance and a presentation or exhibition. A research proposal form completed by the student and the faculty mentor is required. Prerequisites: ART-100, ART-101, ART-105 and ART-221 or ART-222.

ART-301 Life Drawing (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the human figure through drawing from the live model. Anatomy, foreshortening, and expressive interpretation of the figure will be emphasized. May be taken without prerequisite courses with instructor's consent. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-101.

ART-310 Painting II (3.00 cr.)

(Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in ART-210 with an emphasis on furthering skill and individual expression. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-210.

ART-315 History of Costume (3.00 cr.)

(Fall, Course Offered Every Year)

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period [2700 B.C.] to the 20th century. Also offered as FMD-315.

ART-323 Topics in Art History (3.00 cr.)

(Spring, Course Offered Every Year)

Designed to provide a variety of specific upper-level art history studies. Topics are chosen from four major periods: ancient, medieval, renaissance, and baroque. Beyond gaining an understanding of the historical and theoretical foundations of the art works from a particular period, students will also become acquainted with many other contextual factors, including aspects of religious, social, political, and economic life. May be repeated for credit. May be taken without prerequisite courses with instructor's consent. Prerequisites: ART-221 or ART-222.

ART-324 Topics in Modern Art History (3.00 cr.)

(Fall, Course Offered Every Year)

A variety of subjects related to art, women, and contemporary aesthetic and societal issues will be addressed. Beyond gaining a better understanding of the historical and theoretical foundations of modern art, this course seeks to help each student become more proficient in analytical and critical skills of thinking and writing. Topics are on rotation and may be repeated for credit. May be taken without prerequisite courses with instructor's consent. Prerequisites: ART-221 or ART-222.

ART-330 Photographic Techniques & Processes (3.00 cr.)

(Fall, Course Offered Every Year)

The emphasis in this course will vary by semester through exploration of different photographic techniques and processes. The student will work to achieve distinctive personal style for portfolio development. [ART-230 is not required to take this course.] May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-130.

ART-342 Digital Imaging I (3.00 cr.)

(Fall, Course Offered Every Year)

Developing and executing visual concepts for publications such as magazines, booklets, and newsletters will be the emphasis in this course. Aesthetics, terminology, technical considerations, and materials will be covered. Six studio hours per week. Studio fee assessed. Prerequisites: ART-206, ART-245 and ART-246.

ART-348 Illustration II (3.00 cr.)

(Varies-Contact Dept. Head)

An introduction to new illustration media and techniques, as well as further exploration of those covered in ART-248. Emphasis will be on mastering skills, creating a professional portfolio and understanding the business aspects of illustration. Six studio hours per week. May be repeated for credit. Studio fee assessed. Prerequisites: ART-248.

ART-350 Printmaking I (3.00 cr.)

(Spring, Course Offered Every Year)

Emphasis on intaglio and relief processes, which may include etching, woodcut, linoleum, and experiments in monoprint and monotype. May be repeated for credir with permission from the instructor. Studio fee assessed. Six studio hours per week. Prerequisites: ART-206.

ART-365 Sculpture **(3.00 cr.)**

(Fall, Course Offered Every Year)

An introduction to sculptural concepts through a variety of techniques which may include modeling, carving, casting, and assembling media. Six studio hours per week. May be repeated for credit. Studio fee assessed. Prerequisites: ART-207.

ART-394 Graphic Design Studio **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This class deals with a variety of exploratory projects and client work. Responsibilities span the entire palette of tasks a graphic designer will be asked to fulfill, e.g. nurturing client contact, analyzing and interpreting the objectives of a project, creating design concepts and strategies for application, design of the actual project, taking the project through to the application [printing/press check/check/supervision on press/designing for a virtual presentation], client follow-up, and market analysis. Many projects are completed as group projects, and many decisions are made by students collaboratively. As students advance they will be asked to take on leadership at higher levels, e.g. class manager [master scheduling], art director for a particular project, production manager for a particular projecr, organizer of special activities [e.g. field trips, etc.]. Professional designers will be invited to class on various levels/issues. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-245, ART-246.

ART-404 Book Design **(2.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Students may choose to design and produce either a book of 150+ pages or the Meredith College yearbook, "Oak Leaves." Students will fulfill the roles of art director or editor and will perform a variety of tasks working with others on their chosen projects. May be repeated for credit. ART-394 is a prerequisite or a corequisite.

ART-415 Draping **(3.00 cr.)**

(Spring, Even-Numbered Years Only)

A study of the principles of apparel design using the draping method. Emphasis on fir, design, appropriateness, and construction techniques. May be raken without prerequisite courses with permission of the instructor. Also offered as FMD-415. Prerequisites: FMD-115, FMD-417 or ART-417.

ART-417 Apparel Design **(3.00 cr.)**

(Spring, Even-Numbered Years Only)

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Also offered as FMD-417. Prerequisites: FMD-115.

ART-493 Senior Seminar **(2.00 cr.)**

(Fall and Spring, Course Offered Every Year)

All senior Studio Art majors must complete this course prior to taking senior project [ART-494]. Students will review and assess strengths in their work and idenrify areas for additional research for their senior project. Seminar topics focus on the profession of art. Studio fee assessed. Additional time to be arranged.

ART-494 Senior Project **(1.00-3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

All art majors should register for this course. Art Education and Studio students should regisrer for this course the last semester of the senior year for 1 credit. Graphic Design students should register for two consecutive semesters for 1 credit per semester, and may take a third credit. Graphic Design students will prepare a portfolio of their work and their credits can vary with the number of formats selected for their portfolio [2-3 credits]. Art History students will write a research paper [3 credits]. Credits for Art History students may be divided between the last two semesters to equal 3 credits, or be completed in one semester. Graduation is dependent upon successful demonstration of proficiency and expertise through the completion of this course. Studio fee assessed for all studenrs except art history majors.

ART-495 Portfolio Photography **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course provides students with the basic information necessary for making high quality slides of both two-dimensional and three-dimensional artwork. Emphasis is placed on the preparation and presentation of a professional slide portfolio. Topics include use of the copy stand, lighting, tungsten-balanced film, metering with a gray card, film exposure, depth-of-field, slide masking, and slide labels. Students should complete the course with excellent skills for photographing all types of artwork. Studio fee assessed.

ART-498 Honors Thesis in Art **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Open to seniors or qualified juniors in the Honors and/or Teaching Fellows programs majoring in art. In conjunction with a faculty mentor, the student will formulate and execute an original research project at an advanced level of complexity that will culminate in a paper, artistic objecr or performance, and an exhibition or presentation. The project must meet Honors Program thesis requirements as well as the expectations of the art department faculty. Prerequisites: ART-206, ART-221 or ART-222.

ART-499 Junior & Senior Research in Art **(1.00-3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Open to junior and senior majors and minors, or others with permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project at an advanced level of complexity that will culminate in a paper or artisric object or performance and an exhibition or presentation. The precise nature of the culminating activity is dependent upon the artistic field and inquiry of study as deemed appropriate by the faculty mentor. A research proposal form completed by the student and the faculty menror is required. May be repeared for credit for a total of six semester hours. Prerequisites: ART-206, ART-221 or ART-222.

ART-734 Theory & Methods Art of Teaching Art in Elementary Schools Pre-K-5 **(3.00 cr.)**

(Every Third Semester)

The relationship between creative behavior and child growth through the visual arts is developed through research, practicum situations, and extensive early field experience. Methods for teaching exceptional children are also studied. Curriculum development is an integral part of the class. Twelve hours of studio art must be completed prior to registering for this class. Offered in rotation with ART-735, ART-736. Studio fee assessed. Prerequisites: ART-221 or ART-222.

ART-735 Theory & Methods of Teaching Art in Middle School 6-8 **(3.00 cr.)**

(Every Third Semester)

A study of teaching methodologies appropriate for middle school through research, practicum situations, and extensive early field experience. Attention is given to adolescent development and its effect on creative visual development and the need for visual expression. Art health hazards and curriculum development are among topics covered. Twelve hours of studio art must be completed before regisrering for this class. Studio fee assessed. Offered in rotation with ART-734, ART-736. Prerequisites: ART-221 or ART-222.

ART-736 Theory & Methods of Teaching Art in High School 9-12 (3.00 cr.)
(Every Third Semester)

A study of methods for teaching art in high school through research, practicum situations, and early field experience. Unit development and computer competencies are among topics covered. Twelve hours of studio art must be completed before registering for this class. Offered in rotation with ART-734, ART-735. Studio fee assessed. Prerequisites: ART-221 or ART-222.

Biology

BIO-101 General Biology I (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A course presenting many of the central principles of biology and relating them to everyday experience. Areas of study include biology at the subcellular and cellular levels, principles of inheritance, and processes of energy production and utilization. Three lectures per week. Corequisite courses: BIO-141.

BIO-102 General Biology II (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course emphasizing the diversity of life through a survey of the kingdoms of organisms as they have developed through time. Emphasis is placed on ecological and evolutionary relationships of the organisms studied. Three lectures per week. Prerequisites: BIO-101 BIO-141. Corequisite courses: BIO-142.

BIO-141 General Biology I Laboratory (1.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Laboratory exercises designed to illustrate the principles considered in BIO-101. Topics include cellular structure, respiration and photosynthesis, DNA structure and function, cellular and organismal reproduction, and genetics. Meets two hours per week. Corequisite courses: BIO-101.

BIO-142 General Biology II Laboratory (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A selection of laboratory exercises designed to illustrate the basic principles presented in BIO-102, including the study of representative organisms of the groups studied in class. Dissection of preserved animals is required. Meets two hours per week. Prerequisites: BIO-101 BIO-141. Corequisite courses: BIO-102.

BIO-211 Plant Biology (3.00 cr.)
(Fall, Even-Numbered Years Only)

Emphasizes seed plant anatomy, morphology, physiology, and systematics, but surveys all other plant groups as well as fungi and algae. Three lectures per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-241.

BIO-222 Invertebrate Zoology (2.00 cr.)
(Spring, Even Numbered Years Only)

A comparative phylogenetic study of invertebrate animals. For each group, structural and functional consideration will be given to systems of maintenance, activity and continuity. The ecological and economic importance of invertebrates is emphasized. Three lectures per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-242.

BIO-234 Principles of Ecology (3.00 cr.)
(Spring, Even Numbered Years Only)

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Three lectures per week. Prerequisites: BIO-101, BIO-141. Corequisite courses: BIO-244.

BIO-241 Plant Biology Laboratory (1.00 cr.)
(Fall, Even-Numbered Years Only)

Laboratory study of plants to illustrate and supplement lecture material presented in BIO-211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Three laboratory or field trip hours per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-211.

BIO-242 Invertebrate Zoology Lab (2.00 cr.)
(Spring, Even Numbered Years Only)

Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Special emphasis is placed on the observation of living animals. Students are required to rear or culture several species of invertebrates. In addition, experience in using and constructing dichotomous keys will be given. Three laboratory hours per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-222.

BIO-244 Principles of Ecology Lab (1.00 cr.)
(Spring, Even Numbered Years Only)

Laboratory studies of ecosystems to supplement lecture material presented in BIO-234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Three laboratory or field trip hours per week. Prerequisites: BIO-101, BIO-141. Corequisite courses: BIO-234.

BIO-251 Cell Biology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The fundamental unit of life is the cell; therefore, cell biology forms the base upon which all modern biology and medicine is built. This course provides advanced study of microscopy and associated techniques such as freeze-fracture, fractionation, centrifugation, immunofluorescense, and cell fusion. Both prokaryotic and eukaryotic cells will be covered but the course will emphasize eukaryotic cells. Topics covered will include: cell chemistry, bioenergetics, enzymes, membranes, transport across membranes, endomembrane system, cell junctions, respiration, photosynthesis, cell cycle, cell division, information flow, gene regulation and expression, cytoskeleton, motility, contractility, signal transduction, cellular aspects of the immune response, and the cellular aspects of cancer. Three lecture hours per week. Prerequisites: BIO-101 BIO-141 CHE-111 CHE-141. Corequisite courses: CHE-112, CHE-142.

BIO-252 Human Genetics (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A presentation of the basic concepts of human genetics including discussion of fundamental genetic principles, impacts of recent advances, and ethical issues related to human genetics. MAT-144 is a recommended prerequisite. Three lectures per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-254 Evolution-Biological Systems **(3.00 cr.)**

(Fall, Course Offered Every Year)

A study of the emergence and history of life on earth. Emphasis is put on the mechanisms that result in evolutionary change at the cellular, population, and ecosystem level. Areas covered include genetics, population ecology, speciation, and extinction. May be taken without prerequisite courses with instructor consent. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-256 Techniques in Microscopy **(1.00 cr.)**

(Fall, Course Offered Every Year)

The microscope and microscopy [techniques] are central to the development and practice of modern biology. This course provides an historical outline of microscopy and a review of its modern techniques. Topics included are phase-contrast, interference, fluorescence, confocal, scanting electron, and transmission electron microscopy. One practicum hour per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-258 Techniques in Tissue Culture **(1.00 cr.)**

(Spring, Course Offered Every Year)

A presentation of current methods in plant tissue culture. Discussion and research experiments to develop understanding and expertise in such areas as: sterile technique, plant propagation, nutritional effects, isolation and fusion of protoplasts, and other current plant tissue culture techniques. Three practicum hours per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-299 Research Development **(2.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A research development and seminar course in which freshman and sophomore level students explore processes and mechanisms for conducting original laboratory, field, or library based research. Students are required to present their findings orally and in written form. May be repeated for credit for a maximum of four semester hours. Prerequisites: BIO-101, BIO-141.

BIO-311 Histology **(3.00 cr.)**

(Spring, Even-Numbered Years Only)

A combined lecture-laboratory course. The microanatomy of mammalian tissues and organs at both the light and electron microscope level are surveyed. Histology by its nature is highly visual, therefore, lecture and laboratory work will be integrated into a unified format. Students are introduced to the basics of microscopy and microtechnique, and are responsible for tissue and organ recognition and critical interpretation. Students are given a comprehensive set of prepared slides for detailed study. BIO-321 and 345 are recommended prerequisites. Three lecture-laboratory hours per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-314 Parasitology **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

A combined lecture-laboratory course. This course is a comprehensive investigation of protozoan, helminth, and arthropod parasites with special emphasis to those of medical and veterinary importance. The techniques of parasitology are covered, including egg sedimentation, life cycle studies, animal necropsy, and the use of taxonomic keys. Students are given a comprehensive set of prepared slides for detailed study. BIO-222 and BIO-242 are recommended prerequisites. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-321 Comparative Vertebrate Anat. **(2.00 cr.)**

(Fall, Course Offered Every Year)

A course in the comparative morphology of protochordates and vertebrates. The sequence of study includes protochordate origin, vertebrate origin, vertebrate diversity, early embryology, and the comparative morphology of vertebrate organ systems. The evolutionary and developmental history of vertebrates will be of major importance. Three lectures per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-345.

BIO-322 Human Anatomy and Physiology **(3.00 cr.)**

(Spring, Course Offered Every Year)

Study of the structure and function of the major tissues, organs, and organ systems of the human body. Three lectures per week. Corequisite courses: BIO-342.

BIO-323 Vertebrate Physiology **(3.00 cr.)**

(Fall, Course Offered Every Year)

A comprehensive study of the principal processes involved in vertebrate cells, tissues, and organ systems, including circulation, respiration, excretion, acid-base and fluid balances, digestion, reproduction, and muscle-nerve coordination and integration. Anatomy is studied as necessary to understand the functions of the different systems. Three lectures per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142, CHE-111, CHE-141, CHE-112, CHE-142. Corequisite courses: BIO-343.

BIO-325 Environmental Science **(4.00 cr.)**

(Fall, Odd-Numbered Years Only)

Application of biological and chemical principles to the study of the environment with emphasis on the diversity of methods used to study this broad field. Three class hours and three laboratory hours per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142, CHE-111, CHE-141, CHE-112, CHE-142.

BIO-334 Microbiology **(3.00 cr.)**

(Spring, Course Offered Every Year)

A course designed to provide a general understanding of the structure and function of bacterial cell types along with the application of bacteriology to certain medical, food, environmental and industrial processes. Three lectures per week. Prerequisites: BIO-101 and BIO-141; BIO-102 and BIO-142 or BIO-251; CHE-111, CHE-112 and CHE-221. Corequisite courses: BIO-344.

BIO-342 Human Anatomy and Physiology Lab **(1.00 cr.)**

(Spring, Course Offered Every Year)

Students examine the structures of the human body by use of models, charts, and dissection of preserved and fresh animal organs. Also, experiments are used to demonstrate functional aspects of the major organ systems. Three laboratory hours per week. Corequisite courses: BIO-322.

BIO-343 Vertebrate Physiology Lab **(1.00 cr.)**

(Fall, Course Offered Every Year)

Includes experimentation in cellular physiology, blood analysis and circulation, respiration, excretion, and neuromuscular function. Some dissection of preserved and fresh animal organs is required as necessary to understand organ functions. Three laboratory hours per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142 CHE-111, CHE-141, CHE-112, CHE-142. Corequisite courses: BIO-323.

BIO-344 Microbiology Laboratory **(1.00 cr.)**

(Spring, Course Offered Every Year)

A series of laboratory exercises chosen to acquaint students with procedures used in studying bacteria, including aseptic technique, culturing methods and staining techniques. Students isolate strains from natural habitats and also carry out exercises associated with food and medical microbiology. Three laboratory hours per week. Prerequisites: BIO-101 and BIO-141; BIO-102 and BIO-142 or BIO-251; CHE-111, CHE-112, CHE-221. Corequisite courses: BIO-334.

BIO-345 Comparative Vertebrate Anatomy Lab **(2.00 cr.)**

(Fall, Course Offered Every Year)

A vertebrate dissection course. A comparative systems approach is used in the detailed dissection of the lamprey, dogfish shark, mudpuppy, and cat. The course also includes the microscopic and gross examination of hemichordates and protochordates. Three laboratory hours per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-321.

BIO-352 Symbiology **(3.00 cr.)**

(Fall, Course Offered Every Year)

The study of symbiosis [living together] between different species of organisms. Long term and less permanent relationships will be studied. Examples from all biological kingdoms will be used and the diversity of those relationships will be examined. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-356 Biotechnology **(4.00 cr.)**

(Fall, Course Offered Every Year)

This course will cover the basic techniques used in molecular biology and biotechnology. The course has both lecture and laboratory components in which fundamental concepts and techniques will be presented and then practiced. The laboratory skill introduced in this class would be useful for students interested in pursuing graduate studies or employment in research laboratories, and those interested in environmental or health issues. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142, CHE-111, CHE-141, CHE-112, CHE-142.

BIO-358 Aquatic Field Studies **(2.00 cr.)**

(Fall, Even-Numbered Years Only)

This course provides experience in the techniques required for research in the aquatic environment. Aspects of organism identification, habitat classification, water chemistry, and sampling techniques will be included. One three-hour field meeting per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142, CHE-111, CHE-141, CHE-112, CHE-142, MAT-245.

BIO-359 Terrestrial Field Studies **(2.00 cr.)**

(Spring, Odd-Numbered Years Only)

This course provides experience in the techniques required for research in the terrestrial environment. Aspects of organism identification, community classification, soil study, and sampling techniques will be included. One three-hour field meeting per week. Prerequisites: BIO-101, BIO-141, BIO-102k BIO-142, CHE-111, CHE-141, CHE-112, CHE-142, MAT-245.

BIO-431 Genetics **(3.00 cr.)**

(Fall, Course Offered Every Year)

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. MAT-144 or the equivalent is a recommended prerequisite. BIO-461 is a corequisite for Biology majors. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-436 Biochemistry **(3.00 cr.)**

(Spring, Course Offered Every Year)

A study of the chemistry of biological systems including metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Also offered as CHE-436. Three lectures per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241, BIO-101, BIO-141.

BIO-446 Biochemistry Laboratory **(1.00 cr.)**

(Spring, Course Offered Every Year)

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Also offered as CHE-446. Three laboratory hours per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241, BIO-101, BIO-141. Corequisite courses: BIO-436.

BIO-461 Genetics Laboratory **(1.00 cr.)**

(Fall, Course Offered Every Year)

Collection of laboratory exercises designed to provide practical exposure to some of the general principles considered in BIO-431. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. MAT-144 or the equivalent is a recommended prerequisite. Three laboratory hours per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-431.

BIO-498 Honors Thesis in Biology **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This is a research and seminar course in which junior or senior level students who are members of the Honors and/or Teaching Fellows Programs conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. The project must meet Honors Program thesis requirements as well as expectations of the biology faculty. A research proposal form completed by the student, faculty mentor, and Honors Program Director is required for registration. Honors Scholars and Teaching Fellows with concentrations in Molecular Biology, Environmental Science, and Biological Diversity are required to complete one semester of BIO-499 and one semester of BIO-498 for a total of six hours.

BIO-499 Senior Research **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Senior Research is a research and seminar course in which junior and senior level students conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. Students with concentrations in Molecular Biology, Environmental Science, and Biological Diversity are required to complete two semesters of BIO-499 for a total of six hours.

Birth–Kindergarten Licensure

BK-337 Observation of Young Children **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

The history, philosophy, and practice of observing, documenting, and analyzing children's behavior within an ecological framework will be presented. Specific observational techniques to assess adult-child and child-child interactions, assessment of play, and environmental assessment will be presented. Students will develop an assessment portfolio for individual children. Prerequisites: PSY-210 or PSY-310, and CD-234, CD-334.

BK-341 Variations in Early Development **(3.00 cr.)**

(Spring, Course Offered Every Year)

An examination of biological and environmental factors and their interactions as they impact the development of young children, and may interfere with typical growth and development. The effects of various risk factors, developmental delays or disabilities on patterns of development in the physical, cognitive, language, social-emotional, and adaptive domains will be discussed. Prerequisites: PSY-210 or PSY-310, and PSY-312, CD-234, CD-334. Corequisite courses: CD-340, BK-342.

BK-342 Practicum **(1.00 cr.)**

(Spring, Course Offered Every Year)

Placements in a variety of center-based settings that serve children of varying ages and abilities. This field-based experience will give students the opportunity to conduct observations designed to assess how the learning environment supports development and can be modified to meet individual children's needs. Prerequisites: PSY-210 or PSY-310, and PSY-312, CD-234, CD-334. Corequisite courses: CD-340, BK-341.

BK-445 Advanced Curriculum Development **(3.00 cr.)**

(Spring, Course Offered Every Year)

This course will focus on the application of developmental theory to curriculum planning and developmentally appropriate practice; on linking assessment and curriculum planning; and on adapting and evaluating curriculum to promote the integration of young children of various developmental levels and abilities. The course will also introduce students to the major theories, research, and controversies regarding the emergence of literacy, writing, and mathematical concepts and explore how assistive technology supports children's development. This course is taken during the block semester concurrently with student teaching. Prerequisites: CD-234, CD-334, CD-336, CD-340, CD-434, BK-337, BK-341, BK-342.

BK-460 Clinical Internship: Infant/Toddler **(3.00 cr.)**

(Fall, Course Offered Every Year)

Supervised clinical internship with infants and toddlers under the direction of a cooperating teacher with faculty supervision. Full-time teaching assignments with weekly seminars. Course fee assessed. Instructor's consent required. Prerequisites: CD-234, CD-334, CD-336, CD-340, CD-434, BK-337, BK-341, BK-342. Corequisite courses: BK-465.

BK-465 Teaming and Collaboration **(3.00 cr.)**

(Fall, Course Offered Every Year)

This seminar will introduce students to the function of interdisciplinary, multidisciplinary and transdisciplinary teams and the primary disciplines involved in the delivery of services to young children and their families. The role of the professional in assessment, planning, intervention, and case management will be examined as will the mechanisms whereby these services are coordinated, and the strategies for implementing interdisciplinary, and multi-disciplinary and transdisciplinary programs. Issues related to ethics and professional conduct will be discussed. Instructor's consent required. Prerequisites: CD-234, CD-334, CD-336, CD-340, CD-434, CD-438, BK-341, BK-342, BK-337. Corequisite courses: BK-460.

BK-469 Field Experience **(1.00 cr.)**

(Spring, Course Offered Every Year)

This course provides the student with an opportunity to observe and work with a cooperating teacher for 12 hours a week for 5 to 6 weeks. The student will develop relationships with the children and teachers where she will do her student teaching. The student will become familiar with the philosophy, routines, and strategies used in the classroom. She will become familiar with school policies, resources, and personnel in preparation for her student teaching. The seminar, consisting of regular group meetings during the 5 to 6 week block period, will focus on effective teaching in North Carolina and professionalism. Corequisite courses: BK-445, CD-436, EDU-490.

Business

BUS-110 Fundamentals of Business **(3.00 cr.)**

(Spring, Course Offered Every Year)

A survey of business, introducing major operations of a firm, including marketing, production, finance, and human resource management. This course also examines the economic, social, and political environment of business. May not be counted toward a major in the department.

(Not open to junior and senior majors in the School of Business.)

BUS-240 Principles of Management **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An introduction to the theory and application of management principles skills, and functions in the achievement of organizational efficiency and effectiveness. Not open to freshmen.

BUS-260 Principles of Marketing **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer. Not open to freshmen.

BUS-310 International Business **(3.00 cr.)**

(Fall, Course Offered Every Year)

A study of the policies, institutions, and practices of international business and trade, with emphasis on the global integration of the United States' economy; international commercial and financial practices; international marketing and management techniques; differences in the cultural environment and customary business methods; and the role of multinational corporations. Prerequisites: BUS-240, BUS-260, ECO-100.

BUS-340 Business Law **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An examination of the legal and regulatory environment of business, including ethics and the place of law in society. Not open to freshmen.

BUS-344 Business Communications **(3.00 cr.)**

(Varies-Contact Dept. Head)

Preparation, composition, and analysis of formal business reports and letters, with emphasis on organization, grammar, and format. Skill building in oral communications through presentations and group decision-making exercises. Application of organizational thinking needed to solve communication problems encountered in the business setting.

BUS-345 Quantitative Methods **(3.00 cr.)**

(Varies-Contact Dept. Head)

An introduction to the techniques of quantitative analysis of data for business decisions. Major topics covered will include decision making under certainty and uncertainty, decision criteria, and linear programming. Prerequisites: BUS-240, MAT-245.

BUS-348 Organizational Behavior **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An analysis of individual and work group characteristics and those organizational factors which influence individual behavior within the organizational setting. The concepts studied include individual differences, small group dynamics, job and system design, leadership, motivation, and communication. Prerequisites: BUS-240.

BUS-350 Human Resource Management **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An examination of the principles, practices, and underlying theories of human resource management in relation to employee selection, training, motivation, and remuneration; interpersonal and group relationships; manpower planning. Prerequisites: BUS-240.

BUS-352 Training and Development **(3.00 cr.)**

(Fall, Course Offered Every Year)

A study of the principles of training and development, training needs, assessment, training solutions to organizational problems, skill training, different training options, and ways of integrating new behavior and attitudes into the organizational system. Prerequisites: BUS-240.

BUS-361 Consumer Behavior **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A study of the impact of such factors as personality, motivation, perception, learning, attitudes, cultural and social influences, and life-style changes on buying behavior. A review of sociological, psychological, and economic models of behavior will be included. Prerequisites: BUS-260.

BUS-365 Marketing Research **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An examination and application of the process of planning a research project, gathering and analyzing secondary and primary data, and reporting (in writing and orally) the results for decision-making purposes. Applicable to those interested in social and behavioral sciences as well as business. Prerequisites: BUS-260, MAT-245.

BUS-369 International Marketing **(3.00 cr.)**

(Spring, Course Offered Every Year)

An examination of the economic, political, legal, and social constraints on marketing abroad and an analysis of the management and operational strategies of firms engaged in international marketing. Special emphasis is on differences between start-up operations and established multinational firms. Prerequisites: BUS-260.

BUS-370 Corporation Finance **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ACC-231, ECO-101, MAT-245.

BUS-452 Compensation and Benefits **(3.00 cr.)**

(Spring, Course Offered Every Year)

A study of the principles of compensation and benefits, job analysis and job evaluation, market surveys and their effects on pay structure, performance pay and incentives, benefits, services and the comparable worth issue. Prerequisites: BUS-350.

BUS-456 Industrial Relations **(3.00 cr.)**

(Fall, Odd-Numbered Years Only)

An examination of the U.S.A. management and labor relations from 1750 to present. Two distinct periods, one from 1750 to 1950 and the other from 1950 to present, are studied. Included are such factors as: history of the U.S. management and labor movement; labor and social legislation; and the union vs. non-union strategies. Approaches include lectures, field trips, videos, assigned readings and guest lectures. Prerequisites: BUS-240.

BUS-458 Employment Law **(3.00 cr.)**

(Fall, Even-Numbered Years Only)

A study of the principles of employment law including the employer-employee relationship, selection of employees, the Civil Rights Act, affirmative action, discrimination, and government regulations of the workplace.

BUS-466 Sales Management **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An analysis of professional selling practices with emphasis on the selling process and sales management. It will include the foundations of selling to organizational customers and to the ultimate consumer, and the management of the sales functions. Prerequisites: BUS-240 BUS-260.

BUS-467 Advertising & Sales Promotion **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An examination of the creative process, from strategy to execution, of advertising and promotional materials. Students will be required to develop the strategies, media plans, and draft executions of advertising and promotion materials. Prerequisites: BUS-240 BUS-260.

BUS-468 Marketing Management and Planning **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A study of the management and planning required for the development of marketing plans for products and services; a disciplined analysis of the needs, wants, perceptions, and preferences of markets as the basis for setting objectives and developing the plans to accomplish them. Students will be required to develop and present marketing plans for organizations. Prerequisites: BUS-240 BUS-260.

BUS-472 Intermediate Financial Management **(3.00 cr.)**

(Spring, Course Offered Every Year)

An in-depth study of the applications of theory to financial decisions involving optimal capital structure, capital budgeting criteria, and long- and short-term financing. Prerequisites: BUS-370.

BUS-474 Investment Analysis & Portfolio Management **(3.00 cr.)**

(Fall, Course Offered Every Year)

A study of the theory and practice of portfolio management; analysis of securities; risk evaluation; alternative investment opportunities; and optimizing behavior of the individual investor. Prerequisites: BUS-370.

BUS-480 Business Internship **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Limited to senior majors with a minimum GPA of 2.00. Students may not receive credit for both BUS-480 and BUS-481. May not be taken simultaneously with either COE-302 or COE-403. Pass/Fail grading only.

BUS-481 Human Resource Management Internship **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Limited to senior majors and minors in Human Resource Management and a minimum GPA of 2.00. Students may not receive credit for both BUS-480 and BUS-481. May not be taken simultaneously with either COE-302 or COE-403. Pass/Fail grading only.

BUS-495 Business Policy **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An in-depth study of managerial policy formulation, strategies, and problems, including the influence of economic, social, and governmental factors. Required for all concentrations within the Business Administration Major and the International Business Major. Must have senior standing. Prerequisites: ACC-330, ACC-332 or ECO-300, BUS-240.

BUS-498 Honors Thesis in Business **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. The project must meet Honors Program thesis requirements as well as expectations of business faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

BUS-499 Research in Business **(1.00-3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. It represents a study or investigation conducted by an undergraduate that makes an intellectual contribution to business. Junior or senior standing only. May be repeated for credit for a maximum of six credit hours.

BUS-764 Teaching of Business **(3.00 cr.)**

(Fall, If Sufficient Demand)

Methods and materials for teaching business subjects in the secondary schools; attention given to the study of philosophy and the objectives of business education and the importance of planning and evaluation.

Child Development

CD-234 The Preschool Child **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A study of the behavior and development of young children two through eight years of age. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh Preschool. Content includes major developmental theories and research applications. Three hours of lecture and three hours of laboratory each week.

CD-299 Introduction to Research in Child Development **(1.00-3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and questions in Child Development. This course will provide an introduction to research methods in social science and child development. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: CD-234.

CD-334 Infant Development **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course will provide the theoretical foundations of infant-toddler development as students examine the current research on the growth and development of very young children from a multidisciplinary perspective. Students will participate concurrently in a field experience in a program serving infants and toddlers. Prerequisites: CD-234.

CD-335 Marriage/Family Relationships **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A functional course designed to help the student achieve an understanding of family systems, personality, communication, and decision making as related to successful marriage and family living.

CD-340 Young Children's Learning Environments **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course is designed to introduce the student to standards and methods for evaluating the quality and effectiveness of inclusive learning environments for young children. It will focus on how the structure and organization of the indoor and outdoor environments influence the development and learning of children, and how interactions with peers and adults influence development and learning. The role of play and the role of teacher-child interactions in facilitating the goals of inclusion and developmentally appropriate practice will be emphasized. BK-341 and BK-342 are corequisite courses for students seeking B-K licensure. Prerequisites: CD-234, CD-334.

CD-345 Preschool Curriculum **(4.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Students will design and implement activities that integrate multiple developmental areas and levels of ability that are in accordance with the guidelines of developmentally appropriate practice. Placements will be in preschool programs that provide services for typically and atypically developing children. Instructor's consent required. Course fee assessed. Prerequisites: CD-234, CD-340, CD-334.

CD-434 Infant Curriculum **(3.00-4.00 cr.)**

(Fall, Course Offered Every Year)

Methods of developing, implementing, and evaluating curriculum experiences which are developmentally based for both typical and atypical infants and toddlers will be addressed. Program issues that relate to the needs of infants and toddlers and their families will be examined. Three hours of field experiences per week. Instructor's consent required. Course fee assessed. Prerequisites: CD-234, CD-340, CD-334.

CD-436 Administration of Programs for Young Children **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of administration and the role of leadership in programs serving young children. Primarily through project and portfolio work, students will demonstrate competency in understanding the role of developmental theory in establishing and developing programs; the practical needs of programs in terms of staffing, financial management, licensing, environmental design, equipping and furnishing classrooms; working with parents and governing boards; and assessment and development of teaching staff. Health, safety, and nutritional concerns will also be addressed. May be taken without prerequisite course with permission from the instructor. Prerequisites: CD-234, CD-334, CD-340.

CD-438 Support & Strengthening Families **(3.00 cr.)**
(Fall, Course Offered Every Year)

An overview of current information related to working with families of young children. Family and social systems theories and research provide a foundation for an ecological transactional view of families of diverse structural and sociocultural backgrounds. The emphasis of the course is on providing family-centered services that support and strengthen the family unit. Prerequisites: CD-234, CD-334, BK-337.

CD-440 Readings Preschool Education & Early Intervention **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course will trace the history of early childhood, preschool education and early special education in the U. S. A special focus will be on examining theoretically based preschool curriculum models and early intervention models. The course will also cover the evolution of legislative policy, and practices in early education from both national and international perspectives. Current trends, legislative and policy issues will be investigated. Field work in early childhood classrooms and special programs will offer the opportuniry for a student to begin or expand her current knowledge base. Prerequisites: CD-234.

CD-450 Advanced Practicum & Seminar **(4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Supervised student teaching will provide an in-depth opportunity for students to plan and implement developmentally appropriate curriculum and instruction for young children. Student teaching is co-supervised by a cooperating classroom teacher and a member of the Child Development faculty. In addition to 200 contact hours spent in the classroom, students will meet weekly to discuss, analyze, and evaluate their field experiences. Course fee assessed. Instructor's consent required. Prerequisites: CD-234 CD-334, CD-340, CD-345.

CD-498 Honors Thesis in Child Development **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the child development faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

CD-499 Research in Child Development **(1.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research project investigating topics and questions in Child Development. This course will provide an introduction to research methods in social science and child development. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: CD-234, CD-334, BK-337.

Chemistry

CHE-100 Chemistry and Society **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

A study of the fundamental principles of chemistry including atomic structure, chemical bonding, and the laws of conservation of mass and energy. In addition, this course will emphasize aspects of chemistry relevant to today's society.

CHE-111 General Chemistry I **(3.00 cr.)**
(Fall and Summer, Course Offered Every Year)

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours per week. High school chemistry or CHE-100 is strongly recommended as a prerequisite to this course. Corequisite courses: CHE-141.

CHE-112 General Chemistry II **(3.00 cr.)**
(Spring and Summer, Course Offered Every Year)

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours per week. MAT-144 is strongly recommended as a prerequisite. Prerequisites: CHE-111, CHE-141. Corequisite courses: CHE-142.

CHE-141 General Chemistry I Laboratory **(1.00 cr.)**
(Fall and Summer, Course Offered Every Year)

Laboratory experiments designed to supplement the work in CHE-111. Three laboratory hours per week. Corequisite courses: CHE-111.

CHE-142 General Chemistry II Lab **(1.00 cr.)**
(Spring and Summer, Course Offered Every Year)

Laboratory experiments designed to supplement the work in CHE-112, including qualitative and quantitative analysis. Three laboratory hours per week. Prerequisites: CHE-111, CHE-141. Corequisite courses: CHE-112.

CHE-221 Organic Chemistry I **(3.00 cr.)**
(Fall, Course Offered Every Year)

Essential principles, reaction mechanisms, structures and stereochemistry of carbon compounds. Three class hours per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142. Corequisite courses: CHE-241.

CHE-222 Organic Chemistry II **(3.00 cr.)**
(Spring, Course Offered Every Year)

A continuation of CHE-221, emphasizing reaction mechanisms, stereochemistry, and physical methods of structure determination. Three class hours per week. Prerequisites: CHE-221, CHE-241. Corequisite courses: CHE-242.

CHE-241 Organic Chemistry I Laboratory (1.00 cr.)

(Fall, Course Offered Every Year)

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142. Corequisite courses: CHE-221.

CHE-242 Organic Chemistry II Lab (1.00 cr.)

(Spring, Course Offered Every Year)

Experimental organic chemistry with emphasis on qualitative analysis of organic compounds using chemical tests and instrumental analysis. Three laboratory hours per week. Corequisite courses: CHE-222.

CHE-299 Introduction to Research (1.00-2.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. CHE-111 is strongly recommended as a prerequisite to this course. Course may be repeated for credit for a maximum of three semester hours. Corequisite courses: SCI-299.

CHE-350 Quantitative Analytical Chem. (4.00 cr.)

(Spring, Even-Numbered Years Only)

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, chromatographic, and electroanalytic methods. Three class hours and three laboratory hours per week. Prerequisites: CHE-112.

CHE-415 Special Topics in Chemistry (1.00-3.00 cr.)

(Spring, Course Offered Every Year)

Special topics in chemistry such as instrumental analysis, advanced organic chemistry, polymer chemistry, industrial chemistry, or chemometrics. Instructor's consent required.

CHE-420 Chemistry of Thermodynamics & Kinetics (3.00 cr.)

(Fall, Even-Numbered Years Only)

A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures per week. Prerequisites: CHE-112, PHY-212, MAT-211.

CHE-430 Atomic and Molecular Structure (3.00 cr.)

(Spring, Odd-Numbered Years Only)

A study of the modern theories of atomic and molecular structure and chemical bonding. Also offered as PHY-430. Three lectures per week. Prerequisites: CHE-112, PHY-212, MAT-211.

CHE-436 Biochemistry (3.00 cr.)

(Spring, Course Offered Every Year)

A study of the chemistry of biological systems including metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Also offered as BIO-436. Three lectures per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241, BIO-101, BIO-141.

CHE-441 Experimental Physical Chemistry I (1.00 cr.)

(Fall, Even-Numbered Years Only)

Laboratory experiments in thermochemistry, equilibria, and kinetics with emphasis on mathematical treatment of data and technical report writing. Corequisite courses: CHE-420.

CHE-442 Experimental Physical Chemistry II (1.00 cr.)

(Spring, Odd-Numbered Years Only)

Laboratory experiments to accompany the theoretical studies of atomic and molecular structure and chemical bonding in CHE-430. Corequisite courses: CHE-430.

CHE-446 Biochemistry Laboratory (1.00 cr.)

(Spring, Course Offered Every Year)

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Also offered as BIO-446. Three laboratory hours per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241, BIO-101, BIO-141. Corequisite courses: CHE-436.

CHE-474 Inorganic & Bioinorganic Chemistry (3.00 cr.)

(Fall, Odd-Numbered Years Only)

A study of advanced concepts of theoretical and descriptive inorganic chemistry with relevant biochemical examples. CHE-222 is strongly recommended as a prerequisite to this course. Prerequisites: CHE-221, CHE-241.

CHE-490 Seminar (1.00-2.00 cr.)

(Spring, Course Offered Every Year)

May be taken for credit more than one semester. Pass/Fail grading only.

CHE-498 Honors Thesis in Chemistry (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to senior chemistry majors who are members of the Honors and/or Teaching Fellows Programs. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. The project must meet Honors Program thesis requirements as well as the expectations of the chemistry faculty. Prerequisites: CHE-222.

CHE-499 Research (1.00-2.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to junior and senior chemistry majors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. SCI-299 is a prerequisite or corequisite to this course. Prerequisites: CHE-222.

Chinese

CHI-100 Introduction to Chinese Language (3.00 cr.)

(Spring, Course Offered Every Year)

This course provides students a unique opportunity to study Mandarin Chinese with a native speaker who is an expert in teaching foreign languages. While writing, reading and culture are important dimensions of this course, the principal focus is on speaking. Since this is a one-semester only course, it does not satisfy the General Education foreign language requirement.

Computer Information Systems

CIS-120 Spreadsheets (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Introduction to and development of skills in the creation and use of spreadsheets. The student will also learn how to set up and create graphs from spreadsheets and to create macros. Extensive use of microcomputer software such as Excel.

CIS-121 Spreadsheets II (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course is a continuation of CIS-120. Students will learn how to use Excel as a practical business tool with in-depth use of formulas and functions and efficient worksheet and workbook design. Some topics in Excel databases and the creation of simple macros will also be covered. Prerequisite: CIS/BUS-120 or competency in spreadsheets.

CIS-140 Databases (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Creating a database structure, entering and updating data, generating reports based on querying the database. This course includes a project. Hands-on use of software such as MS Access.

CIS-154 Creating Pages for the WWW (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Students learn how to create their own web pages. Tools include a simple text editor and graphics conversion programs. The course culminates in the presentation of each student's project to the class: a multi-screen, inter-related presentation using HTML to integrate text and graphics.

CIS-156 Web Site Design & Management (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course requires extensive use of an HTML editor and a web design package to create web pages and web sites. Students will also learn site planning management. This will include learning to plan web sites and planning and assessing visitor involvement. Specific topics and techniques include: tables, frames, forms, cascading style sheets, use of animation and sound, and image creation and manipulation. Additional topics will include dynamic content, Javascript, XML, file management, file transfer protocol and web site evaluation.

CIS-160 SAS Programming (3.00 cr.)

(Fall, Even-Numbered Years Only)

A course in programming in the high-level programming language of SAS which is used extensively in business, government, and education. By the end of the course the student will be able to immediately apply her skills in real-life programming solutions. Applications in data gathering and manipulation, report generation, and elementary statistical procedures. No previous programming experience is required. Prerequisite: computer literacy. Prior experience in statistics is recommended.

CIS-240 Visual Basic (3.00 cr.)

(Spring, Even-Numbered Years Only)

An introduction to programming in Visual Basic. Emphasis will be placed on the event-driven, graphical nature of Visual Basic, as opposed to procedure-oriented programming. Topics include form layout, event-driven Windows programming concepts, variables and data types, objects and properties, control structures, file management, accessing databases, linking applications, Web page development from a Visual Basic application, and developing and using ActiveX controls. This course is intended for those with programming experience. May be taken without prerequisite course with instructor's consent. Prerequisites: CSC-201.

CIS-299 CIS Research (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will allow freshman and sophomores to participate in original research in computer information systems. Maximum credit—6 hours

CIS-312 Information Systems Management (3.00 cr.)

(Spring, Course Offered Every Year)

The main theme of the course is solving problems and creating opportunities with technology in an organizational setting. Topics include how information systems affect and are affected by organizational goals and strategies; basic overviews of the components of an information system; hardware, software, data storage and retrieval, and network communications; the Internet; the information systems development process; and systems development as planned organizational change. Also offered as CSC-312. Prerequisites: 3 credits; from CIS, CSC.

CIS-315 Database Theory and Design (3.00 cr.)

(Fall, Course Offered Every Year)

This course emphasizes the concepts and structures necessary to design and implement a database management system. Topics include hierarchical, network, and relational data models, data dependencies and schema, relational algebra and relational calculus, data normalization, query languages, security and integrity. The relational models will be explored in depth. Students will gain practical experience in planning, evaluating, and using database management system technology. Also offered as CSC-315. Prerequisites: CIS 140, CSC-301.

CIS-370 Ethics and Information Technology (1.00 cr.)

(Spring, Course Offered Every Year)

Discussion of the ethical and legal issues created by the introduction of information technology into every day life. Codes of ethics for computer users. Topics may include, but are not limited to, information ownership, individual privacy, computer crime, communications and freedom of expression, encryption and security. Prerequisites: 5 credits; from CIS, CSC.

CIS-407 Software Engineering (3.00 cr.)

(Spring, Odd-Numbered Years Only)

Introduction to the principles of design, coding, and testing of software projects; the software development cycle; and managing the implementation of large computer projects. Students undertake a large team project. Also offered as CSC-407. Prerequisites: CSC-301.

CIS-412 Systems Analysis and Design (3.00 cr.)

(Fall, Even-Numbered Years Only)

An overview of the software development life cycle, focusing on the analysis and design phases: problem identification, requirements analysis and specification. Use of automated tools. Alternative approaches including object-oriented analysis and design will also be discussed. Prerequisites: CIS-312 or CSC-312.

CIS-498 Honors Thesis in Computer Information Systems (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

With a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the computer science faculty. Limited to seniors or second semester juniors, honors students and/or teaching fellows.

CIS-499 Senior Thesis (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to junior and senior majors. Maximum credit—6 hours.

Cooperative Education

COE-302 Cooperative Education (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Supervised professional employment related to student career goals alternating with or paralleling academic study. Students must have sophomore standing and a minimum GPA of 2.00 in order to enroll. The number of hours credit is determined by the number of hours worked. Requires the signature of the Director of Cooperative Education to enroll. A maximum of 8 hours may be earned in COE-302 and COE-403 combined. Pass/Fail grading only. Instructor's consent required.

COE-403 Cooperative Education (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Supervised professional employment related to student career goals. The number of credit hours is determined by the number of hours worked. The signature of the Director of Cooperative Education is required before enrolling in this course. A maximum of 8 hours may be earned in COE-302 and COE-403 combined. Pass/Fail grading only. Instructor's consent required. Prerequisites: COE-302.

Communication

COM-100 Introduction to Communication Studies (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will include an introduction to each of the fields of communication. These include, but are not limited to: human communication [such as interpersonal and group], performance communication [such as public speaking and oral interpretation], and mass communication [such as advertising and public relations, TV, and print].

COM-140 House Management (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

The practicum is designed to give the student practical experience through production of performance work. Students will choose 1 hour from 3 choices to fulfill the 1 hour requirement. (1 hour = 3 hours of service per week). Students in Communication would apply practical experience in Meredith College's communication environments such as providing publicity, house management, and box office for the theatre program, service to media services, marketing, and other eligible on-campus communication outlets.

COM-141 Publicity (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

See COM-140.

COM-142 Box Office (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

See COM-140.

COM-150 Voice and Articulation (3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

A course designed to develop flexibility and expression in the human voice. It is intended for, but not limited to, students who wish to have a career in which strong verbal skills are important. Units include phonetics, accent reduction (Standard American English), projection, resonance, articulation, breathing, vocal anatomy, and vocal variety.

COM-225 Public Speaking (3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

A basic introduction to communication, primarily through public speaking, that stresses organization and delivery of spoken messages. Units include informative speaking, special occasion speaking, the use of language in oral style, audience analysis, and the use of logic and critical thinking in persuasive communication.

COM-260 Interpersonal Communication (3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

An introduction to relational communication. The student should increase her sensitivity of communication skills by questioning habits, traditions, and current ideas and behaviors related to person perception and communication. Through lectures, discussion, activities, and exercises, students will attain the knowledge and skills to become more effective communicators. They will also increase their awareness of everyday communication behaviors.

COM-270 American Sign Language (2.00 cr.)

(Fall, Odd-Numbered Years Only)

Students will receive initial training in basic vocabulary acquisition and grammar of basic conversations through American Sign Language. Attendance is particularly important, as most of the required assignments involve the accurate performance of nonverbal messages. May be taken without prerequisite courses with instructor's consent. Prerequisites: COM-150.

COM-290 Introduction to Mass Communication (3.00 cr.)

(Fall, Course Offered Every Year)

An introduction to the field of mass communication that deals with the examination of radio, newspapers, magazines, film, television and the internet. The course includes historical backgrounds of each division, career opportunities, current trends, and predictions. It is designed to enhance student appreciation of the various components of mass media.

COM-300 Small Group Communication (3.00 cr.)

(Fall, Course Offered Every Year)

Theory and practice of effective communication in small groups, including: stages of group development, role emergence, leadership functions, decision making strategies, conflict management, and the significance of power.

COM-325 Oral Interpretation of Literature (3.00 cr.)

(Fall, Course Offered Every Year)

An approach to the study of literature that uses performance as its primary "way of knowing." Students will apply various theories of interpersonal communication to the analysis of literary texts. This will lead to performances in each of the genres studied. Genres include prose fiction, poetry, and Shakespearean drama. Concepts include the implied author, personae, reliable and unreliable narrators, kinesthetics of poetic texts, and speech acts that can best be communicated through performances. This course does not satisfy the general education literature elective requirement. Prerequisites: ENG-201 or COM-225.

COM-330 Video Production (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introductory study of studio and field television production. The course concentrates on basic shooting and editing techniques and the ability to understand and participate in the various operations that help to run a television studio. All editing is now taught on a state-of-the art AVID system.

COM-350 Business & Professional Communication (3.00 cr.)

(Spring, Course Offered Every Year)

The nature of communication theory and practice in business and professional settings. Development of individual, dyadic, group, and organizational communication proficiencies. Supervisory/subordinate and peer communication, active listening, group communication, and presentational speaking. Prerequisites: COM-225.

COM-360 Writing for the Media (3.00 cr.)

(Spring, Course Offered Every Year)

The theory and practice of writing for print and broadcast media on an introductory level. Areas of study involve writing for newspapers, magazines, radio news, television news, documentaries, film, and public relations. The course is taught in a seminar-workshop environment.

COM-370 Nonverbal Communication (3.00 cr.)

(Fall, Course Offered Every Year)

Theory and research in nonverbal communication, including environment, space, physical appearance, body movement, eyes and facial expressions, and social cues. Nonverbal communication in personal, workplace, and cultural settings.

COM-375 Gender Communication (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Effects of gender on the interpersonal communication process. Explanations of gender differences, communication about women and men via language and media, and interpersonal communication.

COM-380 Communication Law and Ethics (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course introduces students to the laws and ethical issues that are involved in public and mass communication. Includes a review of First Amendment, censorship, libel, slander, obscenity laws, and media regulation. Students engage in a review of ethical theories as related to communication and ethical problem solving.

COM-390 Intercultural Communication (3.00 cr.)

(Fall, Course Offered Every Year)

This course offers students a survey of contemporary scholarship related to processes of intercultural communication. The course will consider the important role of contexts (social, cultural, historical) in intercultural interactions. We will examine the complex relationship between culture and communication from several conceptual perspectives, concentrating on three: social/psychological, interpretive, and critical. By applying these perspectives students will come to appreciate the complexities and tensions involved in intercultural interactions. This learning process should enhance self-reflection, flexibility and sensitivity in intercultural communication.

COM-400 Special Topics in Communication (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Seminars will investigate a specific topic from a communication perspective. Addresses the various communication contexts that are the basis of current pedagogy in the field. These contexts include rhetorical criticism, mass communication, human communication, and organizational communication. Examples of specific topics include conflict management, persuasion, and mediated communication. May be taken on multiple occasions when topics vary.

COM-410 Senior Thesis (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

A guided individual project combining research in some area of communication studies with significant practical application of communication skills (e.g. a major public address, performance, workshop, video, lecture, etc.). This project will be approved in advance and implemented under the supervision of the instructor. A detailed outline and annotated bibliography is required by midterm.

COM-450 Relational Communication (3.00 cr.)

(Spring, Course Offered Every Year)

An advanced course focusing on theory of family, romantic, and friendship relationships exploring the developmental, maintaining and deterioration stages. Emphasis on verbal, nonverbal, listening, and conflict resolution. Prerequisites: COM-260.

COM-495 Theories of Human Communication (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An advanced course focusing on various contemporary theories of human communication. There will be an emphasis on the theoretical foundations of the study of human communication in a variety of contexts. Prerequisites: COM-225 COM-260.

COM-499 Communication Research Project (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a communication faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior majors and others by permission. Prerequisites: COM-410 or COM-495.

General Education Core

CORE-100 The Context of Culture (4.00 cr.)

(Fall and Spring, Course Offered Every Year)

The Context of Culture is a common foundational course for all Meredith students. In it we will examine histories, myths, stereotypes, and current facts about Native, European, African, Latino, and Asian cultural groups that participate in our democratic society. We will conduct research, and through critical reading, thinking, and writing, we will discover how different cultural beliefs about gender, economic class, race, and religion affect how we see ourselves and how others see us in the United States. We will explore our own cultural backgrounds, describe how our home and community cultures have influenced who we are, read the stories of U.S. citizens from different cultural backgrounds, and watch film and video depictions of their histories and their lives. We will attend community events and participate in community activities. Six extra-class reflection sessions and a culminating group project and presentation are required.

Career Planning

CPS-101 Career Planning for Freshmen and Sophomores (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

This half-semester course offers first- and second-year students the opportunity to investigate, through interest, skill, value, and personality assessments, possible choices of major study and career fields. Career exploration, experiential learning opportunities, resume writing, interview strategies, and professionalism are among the topics presented and practiced. Pass/Fail grading only.

CPS-301 Career Planning for Juniors and Seniors (1.00 cr.)

(Fall, Course Offered Every Year)

This half-semester course is designed to assist upper-level students in relating their chosen academic majors to career fields through self-assessment and occupational exploration. Skill-building activities are used to introduce students to resume writing, interviewing, and job-search strategies, and to the concept of career development as a lifelong process. Pass/Fail grading only.

Computer Science

CSC-201 Computer Science I with Java (4.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of algorithms, programs, and characteristics of computers. Students will design, code, debug, and document Java programs using techniques of good programming style. Counts as any mathematics course for general education requirements. Prerequisites: MAT-141 and MAT-143 or MAT-144 or competency.

CSC-203 Foundations of Computer Science (3.00 cr.)

(Spring, Course Offered Every Year)

A survey course, which emphasizes the algorithmic process and its implications for computer science. Topics include machine architecture [data storage and data manipulation], the human/machine interface [operating systems, algorithms, programming languages, and software engineering], data organization [data structures, file structures, database structures] and the potential of algorithmic machines [artificial intelligence, theory of computation]. Prerequisites: CSC-201.

CSC-212 Computer Science II: Advanced Java (3.00 cr.)

(Spring, Course Offered Every Year)

A continuation of the development of program design, including style, debugging, and testing larger programs. The main focus is object-oriented programming. Prerequisites: CSC-201.

CSC-262 Discrete Mathematics (3.00 cr.)

(Spring, Course Offered Every Year)

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as MAT-262. Prerequisites: MAT-141 and MAT-143 or MAT-144 or competency.

CSC-299 Introduction to Research in Computer Science (1.00-4.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original research in computer science. Students will submit findings in a formal written report and will give an oral presentation. Students will be expected to work approximately three hours per week on the research project for each semester hour of credit. May be repeated for a maximum of six credit hours.

CSC-301 Data Structures & Algorithms **(3.00 cr.)**
(Fall, Course Offered Every Year)

Topics include the sequential and linked allocation of lists, stacks, queues, trees, and graphs. Students gain maturity by writing complex algorithms and through studying run time analysis and program integrity. Prerequisites: CSC-212, CSC/MAT-262.

CSC-311 Computer Organization **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

The fundamentals of logic design, the organization and structuring of the major hardware components of computers. Prerequisites: CSC-203.

CSC-312 Information Systems Management **(3.00 cr.)**
(Spring, Course Offered Every Year)

The main theme of the course is solving problems and creating opportunities with technology in an organizational setting. Topics include how information systems affect and are affected by organizational goals and strategies; basic overviews of the components of an information system; hardware, software, data storage and retrieval, and network communications; the Internet; the information systems development process; and systems development as planned organizational change. Also offered as CIS-312. Prerequisites: 3 credits; from CIS, CSC.

CSC-315 Database Theory and Design **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course emphasizes the concepts and structures necessary to design and implement a database management system. Topics include hierarchical, network, and relational data models, data dependencies and schema, relational algebra and relational calculus, data normalization, query languages, security and integrity. The relational models will be explored in depth. Students will gain practical experience in planning, evaluating, and using database management system technology. Also offered as CIS-315. Prerequisites: CSC-301.

CSC-360 Numerical Analysis **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as MAT-360. Prerequisites: MAT-212.

CSC-407 Software Engineering **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

Introduction to the principles of design, coding, and testing of software projects; the software development cycle; and managing the implementation of large computer projects. Students undertake a large team project. Also offered as CIS-407. Prerequisites: CSC-301.

CSC-420 Computer Science Seminar **(1.00 cr.)**
(Fall, Course Offered Every Year)

Current developments and themes in computer science. An introduction to industry as it exists in the Research Triangle area, to journals in the field of computer science, and to societies and associations dedicated to the advancement of computing. Includes field trips, speakers and discussions of selected topics. Course open to juniors and seniors only. Prerequisites: 6 credits; from CSC.

CSC-421 Topics in Computer Science **(3.00 cr.)**
(Spring, Course Offered Every Year)

Topics of current interest in computer science not covered in other courses. Prerequisites vary with topic studied.

CSC-430 Operating Systems **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

An introduction to computer operating systems. Topics to be discussed include the program management services, memory addressing and allocation, and time sharing. Specific examples of operating systems. Prerequisites: CSC-301, CSC-311.

CSC-498 Honors Thesis in Computer Science **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the computer science faculty. Enrollment limited to seniors or second semester juniors in the Honors and/or Teaching Fellows Programs.

CSC-499 Research in Computer Science **(1.00-4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. Open to juniors and seniors majoring in computer science or others with permission of the department. May be repeated for credit for a maximum of six hours.

Dance

DAN-150 Perspectives in Dance **(1.00 cr.)**
(Fall, Course Offered Every Year)

This course is designed to introduce students to a variety of dance styles, including ballet, modern, jazz, improvisation, and various professions in the performing arts, teaching, and somatic studies. Class material will include lectures, discussions, and movement experiences. Recommended for freshman year.

DAN-151 Ballet I **(1.00-2.00 cr.)**
(Varies-Contact Dept. Head)

A basic study of ballet including its vocabulary, technique, history and performance. Appropriate for beginning-level students.

DAN-152 Folk and Square Dance **(1.00 cr.)**
(Fall, Even-Numbered Years Only)

An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels. Also offered as PED-152.

DAN-153 Modern I **(1.00-2.00 cr.)**
(Varies-Contact Dept. Head)

A basic study of modern dance including warm-up, alignment, technique, history and performance. Appropriate for beginning-level students.

DAN-154 Jazz I **(1.00-2.00 cr.)**
(Varies-Contact Dept. Head)

A basic study of jazz dance including warm-up, isolations, technique and history. Appropriate for beginning-level students.

DAN-155 African Dance (1.00-2.00 cr.)

(Varies-Contact Dept. Head)

A basic study of the movement vocabulary and technique of many of the cultural, social, and ritual dances of Africa. The class will be accompanied with traditional African percussion music. Appropriate for beginning-level students.

DAN-156 World Dance Technique (1.00-2.00 cr.)

(Spring, Even-Numbered Years Only)

A basic study of the movement and culture of dance techniques found throughout the world. Techniques studied will include, but not be limited to, Latin, Indian, and Asian dance forms. Each semester course offered will focus on one technique and will be selected by the Dance Program.

DAN-157 Country Line Dance (1.00 cr.)

(Varies-Contact Dept. Head)

Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. Also offered as PED-157.

DAN-158 Funk (1.00-2.00 cr.)

(Varies-Contact Dept. Head)

This dance course will incorporate popular movement derived from jazz, street, funk, and social dance. Appropriate for beginner through advanced dancers.

DAN-159 Movement Improvisation (2.00 cr.)

(Spring, Course Offered Every Year)

An experiential study of the expressiveness of one's own movement vocabulary based on the skill of moving spontaneously.

DAN-200 Dance in Society (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Through a broad survey of different genres of dance, students will gain an appreciation of the way this art form reflects social and historical experiences. The course will include lectures, readings, and opportunities to see dance through video, observations and live performances.

DAN-244 Fundamental Concepts of Dance (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Vocabulary, critical theories, and concepts of dance will be introduced to students through observations, demonstrations, practice, and reflection. The value of movement as a way of learning will be emphasized, as will oral and written communication skills. Students will participate in five observations in a public school setting. Required of all K-6 licensure students.

DAN-250 Movement Fundamentals (2.00 cr.)

(Fall, Odd-Numbered Years Only)

An introduction, through readings, writing and movement exploration, to the fundamental, aesthetic and functional elements of human movement. Using prescribed systems of analysis and observation which focus on the use of body, space, effort and time in motion, students will work toward the thorough embodiment and accurate observation of these elements in everyday sports and dance activities. Corequisite courses: DAN-255.

DAN-251 Ballet II (1.00-2.00 cr.)

(Varies-Contact Dept. Head)

A low-intermediate level study of ballet technique. Appropriate for post-beginning students. Dance majors and minors may repeat for credit.

DAN-252 Participation in Choreographic Project (2.00 cr.)

(Every Third Semester)

This is an opportunity for dance students to gain rehearsal and performance experience by working with choreography students who are enrolled in DAN-356, Dance Composition II. Students will learn, rehearse, and perform in assigned compositional studies. Rehearsal time outside of class will be required. May be taken without prerequisite course with instructor's consent. Prerequisites: DAN-159. Corequisite courses: DAN-356.

DAN-253 Modern II (1.00-2.00 cr.)

(Varies-Contact Dept. Head)

A low-intermediate level study of modern dance technique. Appropriate for post-beginning students. Dance majors and minors may repeat for credit.

DAN-254 Jazz II (1.00-2.00 cr.)

(Varies-Contact Dept. Head)

A low-intermediate level study of jazz dance technique. Appropriate for post-beginning students. Dance majors and minors may repeat for credit.

DAN-255 Movement Fundamentals Lab (1.00 cr.)

(Fall, Odd-Numbered Years Only)

This course is designed as a corequisite to DAN-250, Movement Fundamentals, and will focus on application of that course material to important aspects of dance movement, performance, choreography and dance education. Students will further develop skills of movement observation and analysis by directly applying information to issues of technical training, movement improvisation, movement invention, as well as problem solving and repatterning. Corequisite courses: DAN-250.

DAN-256 Dance Composition I (3.00 cr.)

(Every Third Semester)

An introductory course to the basic elements of solo modern dance choreography, including the use of space, time, energy, abstraction, motif and development, basic form, and the selection of music. May be taken without prerequisite course with instructor's consent. Course offered Spring 2004, Fall 2005. Prerequisites: DAN-159.

DAN-257 Music for Dance (2.00 cr.)

(Fall, Even-Numbered Years Only)

A study of the basic principles underlying the relationship between music and dance. Topics covered will include musical notation, musical terminology, basic accompaniment, teacher/accompanist relationships,

and relationships between choreography and music. Students enrolling in the course should have rudimentary experience with dance/movement.

DAN-258 Mind/Body Integration (2.00 cr.)

(Every Third Semester)

A unique approach to movement and postural re-education through increasing body awareness, breathing techniques, and stress reduction techniques. Students will learn to identify and correct inefficient movement patterns and establish better mechanical balance of their skeletal structure. No prior movement experience needed.

DAN-259 Improvisation II **(2.00 cr.)**
(Fall, Odd-Numbered Years Only)

A course designed to involve further exploration of spontaneous movement. In the process of honing improvisation skills, students will refine their understanding of improvisation as a medium for both performance and for self-understanding. May be taken without prerequisite course with instructor's consent. Prerequisites: DAN-159.

DAN-350 Movement Fundamentals II **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A continuation of the study of fundamental aesthetic and functional elements of human movement with increasing emphasis on the physical principles of movement. Through experiential studio sessions and readings, students will learn skeletal structure, joint and muscle function, and body mechanics as they relate to the performance lab and instruction of dance. Prerequisites: DAN-250, DAN-255.

DAN-351 Ballet III **(1.00-2.00 cr.)**
(Varies-Contact Dept. Head)

An advanced-intermediate level study of ballet technique with focus on the fine tuning of physical and performing skills. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-352 Dance Repertory **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course is designed to provide opportunities for student dancers to work with faculty choreographers in the creation of a performance piece for a dance concert. Emphasis is placed on developing performance skills and engaging in the choreographic process from inception to completion. Instructor's consent required.

DAN-353 Modern III **(1.00-2.00 cr.)**
(Varies-Contact Dept. Head)

An advanced-intermediate level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and range. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-354 Jazz III **(1.00-2.00 cr.)**
(Varies-Contact Dept. Head)

An advanced-intermediate study of jazz dance technique with emphasis on rhythmic phrasing, range and performance skills. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-355 Creative Arts Touring Company **(2.00 cr.)**
(Spring, Odd-Numbered Years Only)

This course is designed to provide the student with opportunities to create, produce, and perform arts education in school settings. The focus is on an integrative experience which might include dance, art, music, and theatre, as well as other curricular subjects. Emphasis is given to an interdisciplinary group process where students learn about basic production and performance skills, and how those skills are used to communicate a chosen educational theme. The course culminates in a performance and is open to all students.

DAN-356 Dance Composition II **(3.00 cr.)**
(Every Third Semester)

The study of modern dance choreography for groups. Using improvisation, assigned movement problems, and viewings of 20th-century modern dance choreography, students will learn the process of crafting the basic elements of choreography into group form. Course offered Spring 2003, Fall 2004. Prerequisites: DAN-256.

DAN-357 Creative Arts Touring Assistantship **(1.00 cr.)**
(Spring, Odd-Numbered Years Only)

This course is designed for students who completed DAN-355 and are interested in directing the creation, performance and production of the Creative Arts Touring Company. Students will become familiar with the necessary skills and equipment necessary to successfully complete an Arts Education performance. Prerequisites: DAN-355 or DAN-456.

DAN-359 Dance History **(3.00 cr.)**
(Every Third Semester)

A survey of the historical development of dance as an art form during the 17th through 20th centuries, with particular emphasis on contemporary dance. Content includes in-depth looks at the artists, their philosophies, and the social context within which they worked. Not recommended for freshmen.

DAN-451 Ballet IV **(1.00-2.00 cr.)**
(Varies-Contact Dept. Head)

An advanced level study of ballet technique with focus on the refinement of physical and performing skill. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-453 Modern IV **(1.00-2.00 cr.)**
(Varies-Contact Dept. Head)

An advanced level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and ranges. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-454 Jazz IV **(2.00 cr.)**
(Varies-Contact Dept. Head)

An advanced level of study of jazz dance technique with emphasis on rhythmic phrasing, range and performance. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-455 Performing Arts Administration **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

A survey of arts management and administration techniques, including establishing and running a non-profit organization, grant writing, fund raising, publicity and promotion, budgeting and time management.

DAN-456 Meredith Dance Theatre **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A performing company which encourages exploration of the creative process through student choreography, as well as the performance of works by faculty and guest choreographers. Auditions are held the first week of classes. Instructor's consent required.

DAN-457 Pedagogy in Dance Technique **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in teaching. Students will work one-on-one with a dance faculty member on topics that may include, but are not limited to, structure of a class, student/teacher interaction, anatomy of concepts and movements, verbal and visual imagery, conveying technical and qualitative ideas, and group versus individual feedback. Prerequisites: DAN-159, DAN-250, DAN-255.

DAN-460 Dance Practicum (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in such areas as somatics, arts administration, video for dance, and others. All course specifications must be approved by the instructor prior to registration.

DAN-462 Dance Practicum - Choreography (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in choreography through casting, creating, rehearsing, and producing a dance to be performed in a formal concert. All course specifications must be approved by the instructor prior to registration.

DAN-463 Dance Practicum-Technical Theatre (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in technical theatre for dance by working on a production team as a stage manager, light board operator, sound board operator, or backstage crew for one or more dance concerts. All course specifications must be approved by the instructor prior to registration.

DAN-464 Dance Practicum-Private Studio Teaching (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This practicum is designed as a field teaching experience in private studio teaching. Emphasis is placed on students gaining experience in observing, assisting, teaching, and evaluating teaching skills. Students will also research marketing, communication, advertising, and performance production within their practicum experience. All course specifications must be approved by the instructor prior to registration.

DAN-498 Honors Thesis in Dance (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introduction to theories, methods and ethics of aesthetic inquiry. Students will formulate an original research project that will culminate in a research paper and/or performance work. This course is open to seniors who are members of the Honors and/or Teaching Fellows Programs. The project must meet Honors Program thesis requirements as well as the expectations of the dance faculty.

DAN-499 Dance Research (3.00 cr.)

(Fall, Even-Numbered Years Only)

An introduction to theories, methods and ethics of aesthetic inquiry. Students will formulate an original research project that will culminate in a research paper and/or performance work. This course is open to senior majors and minors and others with instructor approval.

DAN-761 Theory & Methods of Teaching Dance, K-6 (3.00 cr.)

(Every Third Semester)

A theoretical study of the development of dance based in creative arts education. Students come to understand the relationship between theory and practice of dance education through observation, reflection, and discussion. Attention is given to the objectives and methods of creative movement as it relates to and enhances the total curriculum. Prerequisites: DAN-159, DAN-250, DAN-255.

DAN-762 Theory & Methods of Teaching Dance, 7-12 (3.00 cr.)

(Every Third Semester)

Emphasis is placed on the synthesis of theory and practice of dance as an aesthetic process integrating critical and creative thinking skills. Content includes writing lesson plans, exploring and experiencing teaching approaches, and examining methods of evaluation. Prerequisites: DAN-252, DAN-253, DAN-761.

DAN-763 Reflective Teaching (1.00-3.00 cr.)

(Every Third Semester)

A course designed to provide the student with directed field experience in teaching dance. Course content includes developing lesson plans, guided teaching experiences, and evaluation. Emphasis is placed on critical reflection about teaching and learning. Prerequisites: DAN-761, DAN-762.

Economics

ECO-100 Macroeconomic Principles (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies.

ECO-101 Microeconomic Principles (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes.

ECO-274 Consumer Economics (3.00 cr.)

(Spring, Odd-Numbered Years Only)

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, retirement and estate planning. No credit given in the major for accounting, business, or economics. Also offered as FCS-274.

ECO-300 Intermediate Macroeconomics (3.00 cr.)

(Fall, Course Offered Every Year)

A continuation of study begun in ECO-100, this course proceeds to intermediate-level analysis of national income, employment, price stability, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies, and international issues. Prerequisites: ECO-100.

ECO-301 Intermediate Microeconomics (3.00 cr.)

(Spring, Course Offered Every Year)

A continuation of study begun in ECO-101, this course proceeds to intermediate-level analysis of markets for goods and services, consumer behavior, price and product choices by business, markets for labor and other resources, and the various ways that the structure of markets affects the welfare of society. Prerequisites: ECO-101.

ECO-322 Economic Geography (3.00 cr.)

(Fall, Even-Numbered Years Only)

An analysis of the developing world economy in terms of core-periphery regions, international business, the geographical bases of agricultural, industrial and service industries, and the developing information-based industries. Counts as a social science elective for general education requirements. Also offered as GEO-322.

ECO-324 History of Economic Thought (3.00 cr.)

(Varies-Contact Dept. Head)

A critical analysis of the development of economic ideas and philosophies, their origins and institutional framework, with primary emphasis on the interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisites: ECO-100, ECO-101.

ECO-334 International Economics (3.00 cr.)

(Fall, Odd-Numbered Years Only)

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of multinational corporations and common markets. Prerequisites: ECO-100, ECO-101.

ECO-335 Gender and the Economy (3.00 cr.)

(Fall, Odd-Numbered Years Only)

An examination of the economic consequences of the shift of women into the labor force and the changing roles of men and women. Prerequisites: ECO-101 or WST 200 or Junior/Senior status.

ECO-355 Money and Banking (3.00 cr.)

(Spring, Course Offered Every Year)

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisites: ECO-100, ECO-101.

ECO-356 Public Policy Economics (3.00 cr.)

(Spring, Even-Numbered Years Only)

The microeconomic theory underlying the failure of free markets to maximize society's well-being, and the appropriate means by which governments may improve both efficiency and fairness via provision of public goods and services. Special emphasis is given to topics in environmental and natural resource economics. General topics include current government programs, public goods, externalities, health care, income redistribution, cost-benefit analysis, taxes, and fiscal federalism. Prerequisites: ECO-100 is a recommended, but not required, prerequisite and ECO-101.

ECO-364 Labor Economics (3.00 cr.)

(Spring, Odd-Numbered Years Only)

An analysis of the American labor market with emphasis on an individual's decision to work; the firm's decision on hiring; wage determination; human capital models; labor market discrimination; role of unions; and unemployment. Prerequisites: ECO-101.

ECO-435 Comparative Economic Systems (3.00 cr.)

(Varies-Contact Dept. Head)

An analysis of the economic systems of capitalism, socialism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the former U.S.S.R., Great Britain, Japan, China, India, and the European Union countries. Prerequisites: ECO-100, ECO-101.

ECO-498 Honors Thesis in Economics (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination, and analysis of knowledge in economics. The project must meet Honors Program thesis requirements as well as expectations of economics faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

ECO-499 Research in Economics (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination and analysis of knowledge in economics. Open to juniors and seniors with a declared major, minor, or concentration in economics. May be repeated for credit for a maximum of six credit hours.

Education

EDU-232 Foundations of American Education (3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

A study of public education from a cultural/historical foundations approach including an understanding of American educational goals. Focus is on current issues in education from multiple perspectives. A small group, semester-long project that involves the development of a plan to improve a public school system is a major focus for this course. In addition, there are other specific observations and group assignments that require a considerable time commitment outside of class. Many of these observations, such as attendance at a local board of education meeting, occur in the evening.

EDU-234 Educational Psychology (3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Psychological principles that serve as the basis of effective educational practices are examined. Topics related to human development, individual differences, motivation, and learning theory are researched and applied to elementary, middle, and secondary classroom settings. Weekly observations in local public schools are required outside of regularly scheduled class time.

EDU-241 Introduction to Instructional Media (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Successful teachers are informed and knowledgeable about the use of instructional media in their classroom. This course will introduce students to the challenges of classroom teacher as they determine where and how technology fits into the classroom. Students will learn about a wide variety of media materials. NETS-T and NCDPI standards will be introduced.

EDU-255 Literature in the Elementary School (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature, with special attention to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered. Field experience in the public schools required.

EDU-300 Introduction to Language Arts (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course is the second in a series of courses designed to assist students in becoming knowledgeable about materials, theories, philosophies, and instructional approaches in the teaching of language arts.

Up to ten hours of field experiences are required during school hours. Please note that as language arts are typically taught during the morning, a student will have to allow time in her schedule for observations and mini teaching experiences. Prerequisites: EDU-255.

EDU-345 Language Minorities in Public Schools (3.00 cr.)

(Fall, Course Offered Every Year)

This course is an introduction to the field of teaching English as a second language and a comprehensive look at research, policies, and effective practices for students who are from culturally and linguistically diverse backgrounds. The course weaves the theories with the practice of second language education, second language acquisition, cultural diversity, content integration and assessment, literacy development, programs and policies, ESL special education, and home/school connections. Weekly observations in local public schools are required outside of regularly scheduled class time.

EDU-350 Teaching in the Middle School (3.00 cr.)

(Spring, Course Offered Every Year)

A study of how middle schools, working with other institutions, can best meet the needs of the young adolescents who are experiencing significant developmental changes. Since the onset of these changes and the rate at which they occur vary considerably, there is tremendous pressure on the individual to cope with her changing person. The purpose of this course is to examine effective strategies that can be used

to help the student make this difficult transition from elementary to secondary education. Field experiences required.

EDU-358 Social Studies in the Elementary School (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the content, resources, and strategies for the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered.

EDU-359 Science in the Elementary School (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the content, resources, and strategies for the teaching of science in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Admission to the Teacher Education program or permission of the instructor is required.

EDU-400 Communication Skills in the Elementary School (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the interrelated processes of listening, speaking, reading, writing, and viewing, with particular emphasis upon reading instruction. A holistic approach to instruction and assessment is adopted. Public school field experience required. Admission to the Teacher Education program is a prerequisite. Prerequisites: EDU-300. Corequisite courses: EDU-401, EDU-402.

EDU-401 Teaching Math in the Elementary School (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Students investigate, evaluate and select content, methods and materials used in teaching and assessing mathematics in the elementary school. A concurrent practicum offers opportunities to apply concepts and skills learned in this course. Prerequisite: admission to the K-6 licensure program. Prerequisites: EDU-234. Corequisite courses: EDU 400, EDU-402.

EDU-402 Preservice Practicum (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course is designed to address many practical issues related to teaching. Experiences that illustrate the application of educational theories will be provided. School observations will be required. This course and its corequisites should be taken in the semester immediately preceding block. Prerequisites: EDU-300. Corequisite courses: EDU-400, EDU-401.

EDU-440 Seminar in Education (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the current issues having a direct influence upon educational practice and research. School observations required. Admission to the Teacher Education program is a prerequisite. Block class. Pass/Fail grading only. Corequisite courses: EDU-443, EDU-444, EDU-445 and EDU 490, or EDU-450, EDU-466 and EDU 490, or EDU 450, EDU 466, EDU-467 and EDU-490.

EDU-443 Teaching in the Elementary School (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the nature and structure of the elementary school, including curriculum, organization, teachers' roles and responsibilities, and professionalism. Emphasis is given to the integrated curriculum and developmentally appropriate instructional strategies. Admission to the Teacher Education Program is a prerequisite. Block class. Corequisite courses: EDU-440, EDU-444, EDU-445, and EDU-490.

EDU-444 Arts in the Elementary School (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

The purpose of this course is to provide an opportunity for prospective teachers to integrate the fine arts through use of the school as a laboratory setting. College and classroom teachers will model appropriate methodology through demonstration and practice. The student will write, implement, and assess lesson plans that will integrate the arts into the K-6 curriculum. Additional hours of school observations are required. Admission to the Teacher Education program is a prerequisite. Block class. Prerequisites: ART-244 DAN-244 MUS-244 THE-244. Corequisite courses: EDU-440, EDU-443, EDU-445, and EDU-490.

EDU-445 Teaching ESL in the Elementary School (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

An overview of the field of teaching ESL, this course focuses specifically on the knowledge, strategies, and resources that teachers need to work with culturally and linguistically diverse K-6 students. Some field experiences are required. Admission to the teacher education program is a prerequisite. Block class. Corequisite courses: EDU-440, EDU-443, EDU-444, and EDU-490.

EDU-450 Reading in the Content Areas (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

A series of experiences designed for the classroom teacher or for the assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. Block class. Pass/Fail and one hour credit or letter grade and three hours credit. Corequisite courses: EDU-440, EDU-466, EDU-490.

EDU-466 Pre-Adolescent & Adolescent Behavior (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An examination of the characteristics, needs, and challenges of pre-adolescents and adolescents. Connections between personal psychological issues and social/cultural issues will be explored with emphasis on implications for schooling. Block class. Corequisite courses: EDU-440, EDU-450, EDU-490.

EDU-467 The Secondary School (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the secondary school in America. Emphasis is given to issues and forces affecting curricula, legal implications for schooling, classroom management, communication skills and assessment. Block class. Corequisite courses: EDU-440, EDU-450, EDU-466, EDU-490.

EDU-490 Observation and Directed Teaching (6.00 cr.)

(Fall and Spring, Course Offered Every Year)

Designed to provide the student internship experience at the appropriate grade level in a school setting: Elementary education: B-K [birth to kindergarten]: public schools' pre-kindergarten and kindergarten classrooms; K-6; Middle grades education: Students at the 6-9 grade levels; Secondary education: Students at the 9-12 grade levels; Special subject area education: Students at the K-12 grade levels; Occupational education: Students at 7-12 grade levels, family and consumer sciences; 9-12 levels, business. Weekly seminars are arranged. Admission to the Teacher Education program is a prerequisite. Internship fee assessed. Block class. Pass/Fail grading only.

EDU-498 Honors Thesis in Education (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjuction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. The project must meet honors program thesis requirements as well as expectations of the education faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

EDU-745 Introduction to Methods of ESL (3.00 cr.)

(Spring, Course Offered Every Year)

A study of the methods for teaching English as a second language in K-12 classrooms. Content includes a focus on teaching the various language skills, on lesson planning and teaching resources, adapting content lessons, and assessment strategies. Admission to the Teacher Education Program is required prior to enrollment. Prerequisites: EDU-345.

English

ENG-090 Review of Writing Fundamentals (3.00 cr.)

(Fall, Course Offered Every Year)

A review of the concepts of traditional grammar and punctuation, with ample opportunities to practice proofreading skills, and a refresher course in constructing paragraphs and writing short essays as preparation for freshman composition. Counts as 3 hours credit toward the semester course load and full-time student status but does not count as college credit.

ENG-111 Principles of Writing (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Instruction and practice in writing well-organized compositions with a review of grammar, punctuation, and sentence structure. Students must pass ENG 111 with a C or better in order for it to fulfill the prerequisite requirement for other courses in the department.

ENG-112 Expository Writing (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisites: ENG-111.

ENG-150 Apprenticeship - "Herald" (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

An internship where students acquire skills in journalism and build a portfolio by working on the campus newspaper. Prerequisites: ENG-111.

ENG-155 Tutor Training (1.00 cr.)

(Spring, Course Offered Every Year)

This course is designed to prepare prospective tutors for their work in the Learning Center. Enrollment by invitation only. Prospective tutors must be recommended by two members of the English Department. Instructor's consent required.

ENG-175 Grammar (1.00 cr.)

(Spring, Course Offered Every Year)

Traditional grammar, including a study of elements of sentence structure and applications to proofreading. Required for 6-9 communication skills and 9-12 English licensure students. Prerequisites: ENG-111.

ENG-200 Texts and Contexts (3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

An intertextual course in reading and writing that puts foundational works of the English tradition in conversation with other texts from British, American, and world literature. The course emphasizes reading, writing, and research skills, and it is a prerequisite for all other literature courses in the department. Credit will not be given for both ENG-200 and ENG-201. Prerequisites: ENG-111.

ENG-202 Development of English Literature (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

From Old English poetry (in translation) to satirical essays, from popular lyrics to essays on women's rights, from Renaissance love poetry to twentieth-century political verse, this course introduces students to the classics of English literature and helps place those works in their social and historical contexts. Prerequisites: ENG-200.

ENG-206 Survey of American Literature (3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

A study of selected major American writers from the colonial period to the present including many genres: poetry, fiction, drama, essay, history, and biography. Prerequisites: ENG-200.

ENG-235 Writing of Poetry (3.00 cr.)

(Fall, Odd-Numbered Years Only)

A course in the writing of poetry. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and criticize. Prerequisites: ENG-111.

ENG-236 Writing of Fiction (3.00 cr.)

(Fall, Even-Numbered Years Only)

Narration from the writer's perspective. Includes analysis of contemporary fiction and the writing of fiction. Prerequisites: ENG-111.

ENG-240 Introduction to Film (3.00 cr.)

(Fall, Course Offered Every Year)

A study of film and how to analyze it, including aesthetic, genre, and auteur approaches. The films will include work from the silent period to the present by both American and European directors. Prerequisites: ENG-111.

ENG-242 Romantic Comedy (3.00 cr.)

(Varies-Contact Dept. Head)

A study of drama, fiction, and film, mostly British and American, that have helped to create and sustain this popular twentieth century tradition. The works will include at least three Shakespeare comedies, one or two Restoration or eighteenth-century comedies, a novel by Jane Austen, plays by Shaw and Wilde, and a contemporary comic novel; and a film a week, chosen to balance movies from the first and the second halves of the sound era. Prerequisites: ENG-111.

ENG-245 Introduction to Journalism (3.00 cr.)

(Fall, Course Offered Every Year)

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers. Prerequisites: ENG-111.

ENG-247 Copy-Editing (3.00 cr.)

(Spring, Course Offered Every Year)

Editorial skills for working with a wide range of publications. Stylistic editing, substantive editing, and production editing. Prerequisites: ENG-111.

ENG-270 Literary Research/Critical Theory (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introduction to the research tools in English studies and a practicum in research methods including finding sources, recognizing different critical approaches, creating an annotated bibliography, and introducing quoted or paraphrased material correctly. Prerequisites: ENG-200.

ENG-330 African-American Writers (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A survey of African-American literature from slave narratives to recent works of fiction, non-fiction, poetry, and drama. Prerequisites: ENG-200.

ENG-335 20th Century World Literature in Translation (3.00 cr.)

(Fall, Even-Numbered Years Only)

A study of 20th-century literature from Europe, Africa, Asia, and South America, including novels, short stories, autobiography, and drama. Readings will show perspectives of different cultures and a variety of artistic modes. Prerequisites: ENG-200.

ENG-340 Development of the British Novel (3.00 cr.)

(Spring, Odd-Numbered Years Only)

A study of the development of the British novel from its origins to the beginning of the 20th century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Eliot, Hardy, and others. Prerequisites: ENG-200.

ENG-345 Irish Renaissance (3.00 cr.)

(Spring, Odd-Numbered Years Only)

A study of the Irish Literary Revival focusing on works by Lady Gregory, W.B. Yeats, J.M. Synge, James Joyce, and others. Prerequisites: ENG-200.

ENG-350 Modern Drama (3.00 cr.)

(Spring, Course Offered Every Year)

A study of modern theatre from 1875 to the present, this course will look at the development of drama through playwrights and their works. Beginning with Ibsen, Strindberg, Chekhov, and Shaw, the class will explore important twentieth century plays and conclude with contemporary drama. Work will include substantial reading and writing, with viewing and reviewing of performances. Also offered as THE-350. Prerequisites: ENG-200.

ENG-351 Old English (3.00 cr.)

(Fall, Course Offered Every Year)

A study of Old English language and a reading of a history of the English language. Readings of selected prose and poetry in Old English. Prerequisites: ENG-200.

ENG-352 Chaucer (3.00 cr.)

(Spring, Course Offered Every Year)

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of etymology of English words and supplementary reading in background material. Prerequisites: ENG-200.

ENG-355 Shakespeare (3.00 cr.)

(Fall, Course Offered Every Year)

A study of selected English history plays and early comedies. Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances. Prerequisites: ENG-200.

ENG-356 Shakespeare (3.00 cr.)

(Spring, Course Offered Every Year)

A study of selected tragedies, late comedies, and romances. Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances. Prerequisites: ENG-200.

ENG-357 Seminar in 17th Century Poetry (3.00 cr.)

(Fall, Odd-Numbered Years Only)

A study of verse by major figures of the British Renaissance besides Shakespeare: Jonson, Donne, Herbert, Marvell, and particularly Milton. Prerequisites: ENG-200, ENG-270.

ENG-358 Advanced Composition (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A sequence of writing assignments designed to provide experience in writing for different audiences and in different formats, including a proposal, an academic paper, a review, a how-to piece, and an opinion piece. A brief review of grammar and proofreading. Prerequisites: ENG-111.

ENG-359 Seminar in American Women Writers (3.00 cr.)

(Spring, Course Offered Every Year)

A study of fiction, poetry, biography, drama, and criticism in which American women have explored their own lives and the culture which shaped them. Students of art, history, sociology, psychology, and religion have been welcome and successful members of this class. The seminar offers opportunity for personal expression and independent research. Prerequisites: ENG-200, ENG-270.

ENG-360 Seminar in Southern Writers (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of fiction, poetry, drama, essays, and autobiographies by Southern American writers. Topics include artistic structures and genre, issues of family and social institutions, religious and philosophical differences, and treatments of the land. Students of several disciplines have been successful and valued members of the seminar. The seminar format offers opportunity for personal expression and independent research. Prerequisites: ENG-200, ENG-270.

ENG-364 20th Century Poetry in English (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of 20th-century poetry in the English language, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works. Prerequisites: ENG-200.

ENG-365 English Poetry of the Romantic Period (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic period. Prerequisites: ENG-200.

ENG-367 English Literature of the Victorian Period (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of Victorian poetry and prose [fiction and non-fiction], with attention to the works of both men and women of the period. Prerequisites: ENG-200.

ENG-368 English Literature of the 18th Century (3.00 cr.)
(Spring, Even-Numbered Years Only)

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. Prerequisites: ENG-200.

ENG-370 20th Century Prose Through 1945 (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of fiction, non-fiction, and drama by British and American writers from 1900-1945. Works are chosen to illustrate schools, trends, and the range of prose from the first half of the century. Prerequisites: ENG-200.

ENG-371 20th Century Prose After 1945 (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of fiction, non-fiction, and drama by British and American writers along with works in English by contemporaries from around the globe. Works are chosen to illustrate schools, trends, and the range of prose after 1945. Prerequisites: ENG-200.

ENG-495 Seminar in European Literature (3.00 cr.)
(Spring, Course Offered Every Year)

Representative epics, dramas, and novels of continental literature studied in relation to English literature. Prerequisites: ENG-200, ENG-270.

ENG-498 Honors Research Project (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Under the supervision of a faculty member, a student will investigate the critical response to a literary work, come to her own conclusions about the pattern of response to it, and enter the critical debate, giving and defending her own interpretation. Projects will culminate in a research paper and an oral presentation. Prerequisites: ENG-200, ENG-270.

ENG-499 Research Project (1.00-3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Under the direction of a faculty member, a student will investigate the critical response to a literary work and come to her own conclusions about the pattern of response to it. In projects of more than one hour, she will enter the critical debate, giving and defending her interpretation. All projects will culminate in a research paper. Projects of more than one hour will also be presented orally. Prerequisites: ENG-200, ENG-270.

ENG-505 Study of Linguistics (3.00 cr.)
(Fall, Course Offered Every Year)

An exploration of the systematic nature of language, looking at the systems of phonology, morphology, syntax and semantics in English, and how these systems have changed over time. Attention will be given to the application of linguistic constructs in machine translation, artificial intelligence, sign language, and learning a second language.

ENG-764 The Teaching of English (2.00 cr.)
(Spring, Course Offered Every Year)

A pre-professional course aimed at identifying the goals of English teachers and exploring different methods of reaching these goals. The student will begin building a file of teaching materials, including lesson plans, unit plans, and a plan for a year.

ENG-765 Practicum in Teaching English (1.00 cr.)
(Fall, Course Offered Every Year)

A lab in which students will teach sample lessons, videotape lessons, and critique their own performance and that of their peers.

Environmental Studies

ENS-498 Honors Thesis: Environmental Studies (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

This is a research and seminar course in which junior or senior level students who are members of the Honors and/or Teaching Fellows Programs conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. The project must meet Honors Program thesis requirements as well as expectations of the environmental studies faculty. A research proposal form completed by the student, faculty mentor and Honors Program Director is required for registration.

ENS-499 Research in Environmental Studies (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Senior research is a research and seminar course in which junior and senior level students conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form.

Exercise and Sports Sciences

ESS-200 Foundations Physical Education, Sport and Fitness (3.00 cr.)
(Spring, Course Offered Every Year)

An overview of the field of physical education, sport and fitness with emphasis placed on historical, and socio-psychological foundations and their implications on today's society. The course includes the study of subdisciplines in the field, career opportunities and future directions. Issues and ethical concerns are introduced.

ESS-210 Selected Sports Activities (1.00 cr.)
(Fall, Even-Numbered Years Only)

An introduction to flag football, speedball, floor hockey, pickleball, and selected recreational sport activities. Includes instruction in basic skills, strategies and rules.

ESS-215 Outdoor Leisure Pursuits (1.00 cr.)
(Fall, Odd-Numbered Years Only)

This course will provide an overview of outdoor recreation skills and related activities. Students will be provided with opportunities to gain the skills and knowledge required to lead and engage in various outdoor leisure activities such as orienteering, Ultimate Frisbee, and outdoor education. Students will be introduced to low-risk adventure activities and community options for participation in outdoor recreation. At least one off-campus activity is required. Off-campus selections may require a fee. Also offered as PED-233.

ESS-220 Principles of Strength Train & Conditioning (2.00 cr.)
(Fall, Course Offered Every Year)

This course is designed to provide practical application of fitness, wellness and conditioning concepts. The course provides a comprehensive, comparative overview of the physiological responses and adaptations of resistive training and aerobic and anaerobic exercise. A comprehensive study of training theory and methodologies is included.

ESS-255 Lifespan Motor Development (3.00 cr.)
(Spring, Course Offered Every Year)

This course will examine the acquisition, maintenance, and decline of fine and gross motor skills across the lifetime. Students will learn how to assess motor skills acquisition and produce developmentally appropriate movement experiences for children, youth, and adults to facilitate motor development. A 10-hour field experience is required.

ESS-300 Issues/Management: Sport & Physical Education (3.00 cr.)
(Fall, Odd-Numbered Years Only)

The study of the organization and administration of physical education, sport and fitness programs with emphasis on facility and personnel management as it relates to curricular, financial, physical, social, legal,
and medical issues.

ESS-320 Assessment in Physical Education, Sport and Fitness (3.00 cr.)
(Fall, Odd-Numbered Years Only)

This course provides current assessment procedures in physical education, sport and fitness; a survey of tests and the study of measurement and evaluation in the discipline. Emphasis on selection, administration, and critique of appropriate measures of content and skill performance. Use of research design, statistics and application of technology in assessment will be included.

ESS-400 Topics in Exercise and Sport Science (3.00 cr.)
(Spring, Odd-Numbered Years Only)

The study of topics in the discipline of exercise and sport science as determined by faculty expertise and student interest. Possible topics to be offered are: psychology of movement, sociology of sport, movement and aging, and principles and theories of coaching. A description of the selected topic will be included in the registration schedule. Course prerequisites will be listed as appropriate. Course open to juniors and seniors only.

ESS-450 Practicum: Fitness/Sports Management (3.00-6.00 cr.)
(Spring, Course Offered Every Year)

A supervised field experience in a sport or fitness management setting. Students will meet regularly with a supervisor to integrate exercise and sport science knowledge and experiences with business. This course is limited to senior majors.

ESS-451 Practicum: Exercise/Sports Science (3.00-6.00 cr.)
(Spring, Course Offered Every Year)

A supervised field experience in a fitness, sport, or wellness-related agency. Students will meet regularly with a college supervisor to integrate exercise and sports science knowledge with their practicum experiences. Students should make arrangements with their professors the semester prior to taking the practicum. This course is limited to senior majors. Prerequisites: ESS-485, ESS-486.

ESS-460 Senior Seminar (2.00 cr.)
(Spring, Course Offered Every Year)

This course provides a culminating experience for students and builds upon the foundations of the Exercise and Sport Science curriculum in giving a greater understanding of practical experience during the field experience semester. The seminar format will assist students in summarizing and reflecting on experiences learned and demonstrated through their program of study. Each student will prepare and present a professional portfolio to the department as an exit requirement. Course limited to seniors.

ESS-475 Motor Learning & Skills Performance (3.00 cr.)
(Fall, Even-Numbered Years Only)

This course is designed to provide an examination of factors that affect the acquisition and performance of motor skills. Emphasis is placed on the integration of the theoretical knowledge with mechanical, environmental, and neuromuscular factors that influence the learning and performance of motor skills. Significant laboratory experiences included.

ESS-482 Kinesiology (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of the neuromuscular and mechanical principles of movement. This course examines the way bones and muscles work in all types of dance and sport-related activities. Content also includes understanding muscular imbalances, physiological support systems, body types, movement behavior, and movement efficiency. Prerequisites: BIO-322, BIO-342.

ESS-485 Exercise Physiology (3.00 cr.)
(Spring, Course Offered Every Year)

A course designed to examine the body's response and adaptation to exercise and sport and the implication of these changes for physical education and fitness programs. The course includes muscular adaptation, energy systems, and the effects of environmental factors, diet, gender, and the methods of physical training. Prerequisites: BIO-322, BIO-342. Corequisite courses: ESS-487.

ESS-486 Exercise Prescription (2.00 cr.)
(Fall, Odd-Numbered Years Only)

This course will provide an introduction to the physiological basis of health and fitness assessments, methods of assessment, and exercise prescription plans required to bring about changes in the health and fitness of both healthy individuals as well as those requiring accommodation for special needs or medical conditions. Course content will also include the business management aspects of a career in fitness program development. Prerequisites: BIO-322, BIO-342.

ESS-487 Exercise Physiology Lab (1.00 cr.)

(Spring, Course Offered Every Year)

A laboratory course examining the foundations of the human energy systems and their relation to disease and exercise. Emphasis on physiological testing and muscular activity, with special attention to the effects of exercise stress on physiological processes within the body. Prerequisites: BIO-322, BIO-342. Corequisite courses: ESS-485.

ESS-499 Introduction to Research in ESS (3.00 cr.)

(Fall, Course Offered Every Year)

This course introduces the design and application of research methodologies in exercise and sport science. The student will formulate an original research project that will culminate in a research paper and presentation. Open to senior majors and minors; others with instructor approval. Prerequisites: ESS-320.

ESS-742 Methods of Healthful Living Ed (3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Study of the role health and physical education plays in child development, school curriculum, and society. Prospective teachers will learn basic knowledge, skills, and dispositions in the fields of health and physical education to allow them to prepare developmentally appropriate lessons using the Healthful Living Curriculum. Course includes observations and teaching experiences in a school setting during school hours.

ESS-743 Teaching Physical Education in the Elementary School: PE Majors (3.00 cr.)

(Fall, Odd-Numbered Years Only)

A course designed to offer prospective physical education teachers with experience in instructional methodology appropriate at the elementary level. Emphasis is placed on the synthesis of theory and practice in physical education at the elementary level and understanding the role of physical education in the development of children. Emphasis on the "movement approach" to learning motor skills, creative dance, rhythms, stunts and tumbling, movement games, and physical fitness activities is provided. Content includes curriculum design, planning and implementing units and lessons, teaching approaches, assessment and evaluation appropriate

at the elementary school level. Extensive field experiences are required.

ESS-745 Teaching Physical Education: Middle & Secondary Schools (3.00 cr.)

(Fall, Even-Numbered Years Only)

A course designed to offer prospective physical education teachers with experiences in instructional methodology appropriate to middle and secondary school teaching. Emphasis is placed on the synthesis of theory and practice in physical education. Content includes curriculum design, planning and implementing units and lessons, teaching approaches, and methods of motivation, management, assessment, evaluation, and computer technology. Includes field experience at the middle and secondary levels.

ESS-746 Teaching Physical Education Special Needs K-12 (3.00 cr.)

(Fall, Even-Numbered Years Only)

This course provides students with experiences in teaching and examining policies, practices, principles, instructional methodologies, and programs related to meeting the physical education needs of special populations. Includes field experiences.

Family and Consumer Sciences

FCS-274 Consumer Economics (3.00 cr.)

(Spring, Course Offered Every Year)

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, retirement and estate planning. No credit given in major for accounting, business, or economics. Also offered as ECO-274.

FCS-299 Introduction to Research in Family & Consumer Science (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and problems in Family and Consumer Sciences. This course will provide an introduction to the methods and techniques of the discipline. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required.

FCS-355 Family Resource Management (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

The use of human resources to promote individual and family development. Emphasis on family life management skills from a woman's perspective.

FCS-490 Professional Symposium (1.00 cr.)

(Fall, Course Offered Every Year)

History, philosophy, and current trends in family and consumer sciences. Students will identify strategies in seeking employment and/or graduate study. Required of all majors in the Department of Human Environmental Sciences. Pass/Fail grading only.

FCS-498 Honors Thesis in Family & Consumer Science (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the family and consumer sciences faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

FCS-499 Research in Family & Consumer Science (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research or creative project exploring topics and problems in Family and Consumer Sciences. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for credit for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: FCS-355.

FCS-764 Methods of Teaching Family & Consumer Science (3.00 cr.)

(Spring, Course Offered Every Year)

A study of planning, implementing, and evaluating family and consumer sciences programs. Emphasis on identifying needs of learners, writing objectives, planning lessons, using a variety of teaching/learning strategies, and assessing effectiveness. Required for secondary family and consumer sciences licensure students and foods and nutrition majors.

FCS-765 Family & Consumer Science Education **(2.00 cr.)**
(Fall, Even-Numbered Years Only)

A survey of the curriculum for secondary family and consumer sciences education. Includes a program philosophy, organization, needs assessment, advisory committees, curriculum development, vocational student organizations [FCCLA], and legislation. Includes field experience. Required of secondary family and consumer sciences education majors.

Fashion Merchandising and Design

FMD-114 Apparel Merchandising **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle.

FMD-115 Principles of Clothing Construction **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The practical application of basic construction techniques including pattern alterations and analysis of quality construction in ready-to-wear. Two lectures and four hours of laboratory each week.

FMD-212 Visual Merchandising **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of promotional techniques used in successful retail operations. Emphasis is placed on merchandise display, fashion show production, and floor space layout.

FMD-213 Clothing and Society **(3.00 cr.)**
(Spring, Course Offered Every Year)

The study of the social and psychological aspects of clothing in our society today. The meaning of clothes in specific social situations, cultural contexts of dress, clothing as a form of nonverbal communications, and individual thought processes about clothing and appearance are studied.

FMD-226 Tailoring **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. One lecture and five hours of laboratory each week. Prerequisites: FMD-115.

FMD-244 Retail Merchandising **(4.00 cr.)**
(Spring, Course Offered Every Year)

A study of retail operations including store management, buying procedures, retail organization, and merchandising mathematics. Includes laboratory application of retail functions.

FMD-299 Introduction to Research in FMD **(1.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating issue and problems in Clothing and Fashion Merchandising. This course will provide an introduction to the methods and techniques of the discipline. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: FMD-214.

FMD-315 History of Costume **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period [2700 B.C.] to the 20th century. Also offered as ART-315.

FMD-414 Apparel Design Development **(2.00 cr.)**
(Spring, Course Offered Every Year)

The application of technical, creative, and analytical skills in developing seasonal apparel lines. Emphasis will be placed on targeting market identification, selecting fabric and trimmings in relation to price determination, developing operation sheets, and budgeting seasonal collections. Prerequisites: FMD-114, FMD-115.

FMD-413 Special Problems in Retailing **(2.00 cr.)**
(Spring, Course Offered Every Year)

An in-depth study of problems which retailers are currently facing. Business environments are simulated for students to analyze, evaluate, and select alternative solutions which would best suit each firm studied. Recommendations will be submitted in the form of oral and written reports. Prerequisites: FMD-314.

FMD-415 Draping **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A study of the principles of apparel design using the draping method. Emphasis on fit, design, appropriateness, and construction techniques. May be taken without prerequisite courses with permission of the instructor. Also offered as ART-415. Prerequisites: FMD-115, and FMD-417 or ART-417.

FMD-416 Retail Buying **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course applies retail strategy and merchandising principles to the day-to-day activities and responsibilities of a retail buyer. Emphasis on customer identification, sales forecasting, merchandise budgeting, assortment planning, merchandise procurement, and vendor analysis. Prerequisites: FMD-314.

FMD-417 Apparel Design **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Also offered as ART-417. Prerequisites: FMD-115.

FMD-418 Textiles **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles.

FMD-421 CAD Apparel Design **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

Applications of apparel design techniques utilizing the computer to facilitate the design process. Emphasis will be placed on original designs, patterns, grading, and markers. Students must have computer experience. Prerequisites: FMD-115, and FMD-417 or ART-417.

FMD-495 Senior Project **(3.00 cr.)**

(Spring, Course Offered Every Year)

Senior design students will prepare and install an exhibition of their work or produce a fashion show featuring their own designs. Students are responsible for all aspects of their project including the promotion of the show or exhibit, labeling of items, securing models and/or dress forms, staging or set up, and hospitality arrangements. Either option should include at least ten complete, original outfit designs.

FMD-498 Honors Thesis in FMD **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the clothing and fashion merchandising faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

FMD-499 Research in Clothing & Fashion Merchandising **(1.00-3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research or creative project exploring issues and problems in Clothing and Fashion Merchandising. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for credit for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: FMD-214, FMD-314.

First Year Experience

FYE-100 First Year Experience **(1.00)**

(Fall, Course Offered Every Year)

The First Year Experience class is designed to facilitate a successful transition for women entering higher education. Emphasis will be placed on academic success, personal growth and self-management, campus/community resources and involvement, and ethical citizenship and diversity through interaction between faculty, staff, students and the community.

Foreign Language

FL-764 The Teaching of a Foreign Language **(4.00 cr.)**

(Fall, Course Offered Every Year)

A pre-professional course aimed at identifying the goals of foreign language teachers and exploring different methods of reaching these goals. The student will begin building a file of teaching materials, including lesson plans, unit plans, and a plan for an academic year. Required for all students seeking licensure in a foreign language. May not be counted toward a major. Instructor's consent required.

Foods and Nutrition

FN-124 Principles of Food **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

The scientific principles of food selection and preparation. Two lectures and four hours of laboratory each week.

FN-227 Introductory Nutrition **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Basic principles of human nutrition with emphasis on nutrients, factors which affect their utilization in the human body, and the significance of application in diets for individuals and groups.

FN-250 Perspectives in Nutrition **(2.00 cr.)**

(Fall, Course Offered Every Year)

A holistic view of varying perspectives in nutrition and foods. Current and timely issues relating to hunger, food science, nutrition, policy issues and the food industry will be discussed in relation to local and global perspectives. Students will be given the opportunity to contemplate the vast potential for integration of nutrition into daily life and debate differing perspectives. Prerequisites: FN-227.

FN-260 Nutrition in Diverse Populations **(3.00 cr.)**

(Fall, Course Offered Every Year)

Principles of human nutrition applied to meet the health and nutrition needs at different stages of the life cycle. Role of culture, ethnicity and religion on food selection, dietary intake, and nutrition and health status. Government and community resources providing food and nutrition assistance will be discussed. Prerequisites: FN-227.

FN-299 Introduction to Research-Foods & Nutrition **(1.00-3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and problems in Foods and Nutrition. This course will provide an introduction to the research methods and techniques of the discipline. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors in the Department of Human Environmental Sciences and others by permission of the instructor. May be repeated for up to a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: FN-227.

FN-310 Food Service Management Systems I **(3.00 cr.)**

(Fall, Course Offered Every Year)

Introduction to the use of management skills in food service systems, including the application of quantity food production principles, with an emphasis on quality quantity food production, menu planning, food service equipment use, and facility design. Prerequisites: FN-124. Corequisite courses: FN-311, FN-312.

FN-311 Food Service Management Systems Lab for FN **(1.00 cr.)**

(Fall, Course Offered Every Year)

Laboratory experiments designed to apply food service production and management skills in quantity food settings. This course is designated for Food and Nutrition majors to supplement work in FN-310. Three laboratory hours per week. Prerequisites: FN-124. Corequisite courses: FN-310.

FN-312 Food Service Management Systems Lab for FCS **(1.00 cr.)**

(Fall, Course Offered Every Year)

Laboratory experiments designed to apply food service production and management skills in conventional and industrial settings. This course is designated for Family and Consumer Science majors to supplement work in FN-310. Three laboratory hours per week. Prerequisites: FN-124. Corequisite courses: FN-310.

FN-320 Food Service Management Systems II **(4.00 cr.)**

(Fall, Course Offered Every Year)

Applied investigation into the use of management resources in food service systems, fundamental management processes, concepts and principles to improve decision making and problem solving. Consideration of purchasing procedures, storage, methods of cost control, personnel, safety, and nutrition quality in food decisions. Laboratory experiences are required. Prerequisites: FN-124, FN-310, ACC-230, and FN-311 or FN-312.

FN-330 Experimental Food Science **(3.00 cr.)**

(Fall, Course Offered Every Year)

A study of the scientific principles underlying the composition of current food products, and the development of new or improved food products. Special emphasis on physical or sensory evaluation. Prerequisites: FN-124, FN-227, BIO-101, BIO-141.

FN-340 Nutrition Biochemistry & Metabolism **(4.00 cr.)**

(Spring, Course Offered Every Year)

A study of the essential macro- and micronutrients, related compounds, and phytochemicals in the diet of humans, their interrelationships, metabolism at the cellular level, and relationship to health. Research methods and study design in nutrition. Prerequisites: FN-227, CHE-221, CHE-241, BIO-251.

FN-440 Medical Nutritional Assessment, Therapy & Counseling I **(4.00 cr.)**

(Fall, Course Offered Every Year)

An integration of the biochemical and physiological processes in development and support of specific medical conditions with emphases on assessment and the process of developing appropriate medical nutritional therapies and appropriate nutritional counseling of individuals and groups. This is the first of a two-course sequence. Prerequisites: CHE-221 CHE-241 FN-227, FN-340. Corequisite courses: BIO-322, BIO-342,
BIO-323, BIO-343.

FN-450 Medicol Nutritional Assessment, Therapy & Counseling II **(4.00 cr.)**

(Spring, Course Offered Every Year)

The purpose of this course is to provide a culminating comprehensive study of the medical nutritional care process. Application of biological, physiological, and chemical parameters influencing specific medical conditions will be used in the study of nutritional etiology and support for disease processes. Assessment, development of appropriate scientifically-based medical nutritional therapy, and interviewing and counseling of the individual or group will be incorporated in the focus of the course. Case studies and hands-on learning experiences in anthropometric assessment specific to the medical nutritional intervention will be used for students to demonstrate attainment of competencies related to this course. The various roles of the medical nutritional team, nutritional, medical, pharmacological and nursing disciplines, will be considered in light of providing medical nutritional therapy for the individual or group. Prerequisites: FN-440.

FN-480 Colloquium in Nutrition **(1.00 cr.)**

(Spring, Course Offered Every Year)

Through selected readings and small group discussions, students will explore and critically analyze major concepts and developments in the field and enhance their awareness of the role of nutritionists in society. Students will complete, present and discuss her work and accomplishments in the major and the field in the form of a digital portfolio at the end of the course.

FN-498 Honors Thesis in Foods & Nutrition **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the foods and nutrition faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

FN-499 Research in Foods & Nutrition **(1.00-3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research project exploring topics and problems in Foods and Nutrition. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for up to a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: FN-227, 8 credits from CHE, 7 credits from BIO.

French

FRE-101 Elementary French Conversation I **(3.00 cr.)**

(Fall, Course Offered Every Year)

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who do not qualify for FRE-103. Independent language laboratory work required each week.

FRE-102 Elementary French Conversation II **(3.00 cr.)**

(Spring, Course Offered Every Year)

A review and continuation of FRE-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work is required each week.

FRE-103 Structural French **(3.00 cr.)**

(Fall, Course Offered Every Year)

A thorough and accelerated review of first-year French for students who had two years of high school French, but who do not qualify for FRE-205. Independent language laboratory work required each week.

FRE-205 Intermediate French I **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A review and continuation of FRE-102 or FRE-103, and gradual introduction of graded readings. Independent language laboratory work required each week. Prerequisites: FRE-102 or FRE-103.

FRE-206 Intermediate French II **(3.00 cr.)**

(Spring, Course Offered Every Year)

A continuation of FRE-205. Emphasis on the reading and discussion in French of texts of moderate difficulty. Independent language laboratory work required each week. Prerequisites: FRE-205.

FRE-299 Introduction to Research in French **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an intermediate level of complexity. In her project, the student will investigate an aspect of

French language or Francophone literature, culture or civilization of personal interest and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and the faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from FRE at Level 200 or above.

FRE-300 Life and Study Abroad **(1.00-3.00 cr.)**
(Varies-Contact Dept. Head)

Intensive study and homestay in France. Credit awarded according to departmental guidelines. Permission of department required for enrollment. Pass/Fail grading only.

FRE-301 Business French **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

A survey of the vocabulary and principles of the French business world with special attention to the development of practical communication skills. Prerequisites: FRE-205, FRE-206.

FRE-302 Topics in Language and Culture **(1.00-3.00 cr.)**
(Varies-Contact Dept. Head)

Offered only in connection with the department's programs of study in France or a francophone country. Since instruction is in French, the course carries as a prerequisite the completion of second-year French. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Instructor's consent required. Prerequisites: FRE-205, FRE-206.

FRE-304 French Civilization **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

A survey of the political and cultural history of France, including its contributions to Western culture in the fields of art, religion and music. Prerequisites: FRE-205, FRE-206.

FRE-305 French Phonetics and Phonology **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all French majors and minors. One hour of non-credit language laboratory required each week. May be taken without prerequisite courses with permission of instructor. Prerequisites: FRE-205, FRE-206.

FRE-306 Advanced Grammar, Composition, Linguistics **(3.00 cr.)**
(Spring, Course Offered Every Year)

Study of complex grammar structures designed to improve students' writing skills. Required of all French majors and minors. One hour of non-credit language laboratory required each week. Prerequisites: FRE-205, FRE-206.

FRE-307 Advanced Conversation **(3.00 cr.)**
(Varies-Contact Dept. Head)

Focuses on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary French. Required of French majors. Open to juniors and seniors or to other students with permission from the instructor. May be taken without prerequisite courses with permission from the instructor. Prerequisites: FRE-305, FRE-306.

FRE-308 Francophone Literature **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

Introduction to a variety of texts from the French-speaking world. Students will learn practical strategies for reading and analyzing a variety of literary genres in various media [text, film, music, art]. Recommended as an introductory literature course. Prerequisites: FRE-205, FRE-206.

FRE-309 French Women Writers **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

Introduction to a broad range of female authors from the Middle Ages to the present, expanding the students' understanding of how writing is shaped by gender, by history and society. Students will learn practical strategies for reading and analyzing a variety of genres. Recommended as an introductory literature course. Prerequisites: FRE-205, FRE-206.

FRE-350 French Seminar **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A weekly seminar [80 minutes per week] designed to perfect a student's aural/oral skills in French. Aspects of the culture, civilization, and literature of French-speaking countries will be discussed. Will include films, workshops, field trips, and other activities. May be taken without the prerequisite courses with permission of the instructor. Two semesters are required of French majors; may be taken up to four times for credit. Pass/Fail grading may be elected by the non-major. Prerequisites: Take either FRE-205 and FRE-206 or FRE-305 and FRE-306.

FRE-364 Discoveries in French Literature I **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

Selected readings in French literature from the Middle Ages to the French Revolution with some emphasis on culture and civilization. May be taken without the prerequisite courses with permission of the instructor. Prerequisites: FRE-305, FRE-306.

FRE-365 Discoveries in French Literature II **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

Selected readings in French literature from the French Revolution to the present. May be taken without prerequisite courses with permission of the instructor. Prerequisites: FRE-305, FRE-306.

FRE-498 Honors Thesis in French **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the honors student investigates an aspect of French language or Francophone literature, culture or civilization of personal interest and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Weekly meetings. It is expected that the honors student will spend at least ten hours per week on her thesis. Fulfills honors thesis requirement. Research performed in connection with study abroad is strongly encouraged. Prerequisites: 15 credits from FRE at Level 300 or above.

FRE-499 Junior & Senior Research in French **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an advanced level of complexity. In her project, the student will investigate an aspect of French language or Francophone literature, culture or civilization of personal interest, and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 12 credits from FRE at Level 300 or above.

Geography

GEO-200 Earth Science (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introduction to the atmospheric, hydrologic, and geologic processes by which the physical environment of our planet is continuously reshaped and reformed. With corequisite lab counts as a laboratory science for general education requirements. Corequisite courses: GEO-240.

GEO-205 World Regional Geography (3.00 cr.)

(Spring, Odd-Numbered Years Only)

A systematic survey of major world regions with emphasis on climates, land forms, resources and economics. Also includes discussions on political ties, and position in world trade. Counts as a social science elective for general education requirements.

GEO-240 Earth Science Laboratory (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Laboratory exercises involving the atmospheric, hydrologic, and geologic processes by which the physical environment of our planet is continuously reshaped and reformed. With corequisite course counts as a laboratory science for general education requirements. Corequisite courses: GEO-200.

GEO-299 Introduction to Research (1.00-2.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. GEO-200 is strongly recommended as a prerequisite to this course. May be repeated for a total of three credit hours. Corequisite courses: SCI-299.

GEO-322 Economic Geography (3.00 cr.)

(Fall, Even-Numbered Years Only)

An analysis of the developing world economy in terms of core-periphery regions, international business, the geographical bases of agricultural, industrial and service industries, and the developing information-based industries. Counts as a social science elective for general education requirements. Also offered as ECO-322.

GEO-326 Environmental Resources (3.00 cr.)

(Fall, Odd-Numbered Years Only)

This course is an introduction to the inter-relationships among the physical, chemical, and biological processes and the large variety of resources of the physical world. Consequences from natural phenomena and, increasingly, human activities that use various resources, give rise to a number of environmental problems. Potential solutions to these problems will be discussed. Prerequisites: take CHE-111 and CHE-141 or GEO-200 and GEO-240.

GEO-368 Political Geography (3.00 cr.)

(Spring, Even-Numbered Years Only)

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies. Counts as a social science elective for general education requirements.

GEO-499 Research (1.00-2.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to junior and senior geography minors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. SCI-299 is a prerequisite or a corequisite to this course. Prerequisites: GEO-200.

German

GER-101 Elementary German I (3.00 cr.)

(Fall, Course Offered Every Year)

Introduction to the German language including grammar, graded readings, and speaking. Independent language laboratory work required each week.

GER-102 Elementary German II (3.00 cr.)

(Spring, Course Offered Every Year)

Review and continuation of GER-101. Independent language laboratory work required each week. Prerequisites: GER-101.

GER-205 Intermediate German I (3.00 cr.)

(Fall, Course Offered Every Year)

Review of German grammar; introduction to more difficult aspects of the language; readings of appropriate difficulty; increased practice in speaking German. Independent language laboratory work required each week. Prerequisites: GER-102.

GER-206 Intermediate German II (3.00 cr.)

(Spring, Course Offered Every Year)

A continuation of GER-205. More advanced grammar and readings and further emphasis on speaking. Independent language laboratory work required each week. Prerequisites: GER-205.

GER-300 Life and Study Abroad (1.00-3.00 cr.)

(Varies-Contact Dept. Head)

Intensive study and homestay in a German-speaking country. Credit awarded according to departmental guidelines. Permission of department required for enrollment. Pass/Fail grading only.

GER-302 Topics in Language and Culture (1.00-3.00 cr.)

(Varies-Contact Dept. Head)

This course is offered only in connection with the department's programs of study in Germany or Austria. Since instruction is in German, the course carries as a prerequisite the completion of second-year German. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1

hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Instructor's consent required. Prerequisites: GER-205, GER-206.

GER-306 Advanced German Grammar (3.00 cr.)

(Varies-Contact Dept. Head)

Study of complex grammar structures designed to improve students' writing skills. Required of all German majors and minors. Prerequisites: GER-205, GER-206.

GER-307 Advanced Conversation (3.00 cr.)

(Varies-Contact Dept. Head)

Focuses on advanced oral proficiency with detailed analysis of the semantic and syntactic structure of the German language. Prerequisites: GER-205, GER-206.

GER-366 Advanced German Reading (3.00 cr.)

(Varies-Contact Dept. Head)

Readings and discussions of selected authors. May be repeated for credit. Prerequisites: GER-205, GER-206.

Health

HED-100 Contemporary Health Issues (2.00 cr.)

(Fall, Course Offered Every Year)

A course designed to provide students with knowledge of personal and community health. Special emphasis on developing positive health attitudes and practices.

HED-200 First Aid (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

A course designed to prepare students with knowledge and skills to administer immediate care to victims of injuries and sudden illness. Additional fee assessed.

HED 220 Fitness and Wellness (2.00 cr.)

(Spring, Course Offered Every Year)

A course designed to develop understanding in the conceptual knowledge of health and fitness in the development and maintenance of human wellness. The course will allow each student to plan a program of physical activity that meets her unique needs and interests. The ultimate goal is to help students plan for a lifetime of wellness including physical fitness and healthy nutrition.

HED-282 Prevention & Care of Movement Injuries (2.00 cr.)

(Spring, Course Offered Every Year)

A course designed to provide instruction in the prevention and care of movement injuries. This course will include an introduction to athletic training, fundamentals of injury prevention and evaluation, and the management of the most common dance and sport-related injuries. Emphasis will be placed on providing practical opportunities to develop evaluation skills and taping techniques.

HED-320 Our Bodies-Our Lives (3.00 cr.)

(Varies-Contact Program Director)

This course will focus on the way in which individuals develop their identities through the body's experiences in American culture. Drawing upon an interdisciplinary range of research and ideas, the course will explore how the body is influenced and shaped by society; how individuals are affected by myths about the ideal or "normal" body; and the way the body has been objectified in areas of fitness, health and beauty. We will look at the effects of the media, popular culture, education, and other areas of socialization to gain self-awareness as to the ways students' lives reflect the process of how they embody cultural values and social attitudes. Also offered as SOC-320.

History

HIS-101 Emergence of Western Civilization (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

The evolution of Western civilization from the ancient Greek, Roman, Judaeo-Christian, and Germanic traditions, the medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, and scientific revolutions to 1750.

HIS-102 Modern Western Civilization (3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

The rise of industrialism, nationalism, socialism, and science. The role of imperialism, Fascism, and Com-munism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world.

HIS-103 The World in the 20th Century (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will examine key events, issues and developments in the 20th century world predominantly from the perspective of non-Western cultures. It will pay particular attention to the issues of European imperialism and de-colonization; the application of Western ideologies of liberalism, communism, and nationalism in non-Western settings; and economic and cultural globalization. Case studies will demonstrate differing responses to the challenges of modernization in the 20th century.

HIS-200 Introduction to Latin American History (3.00 cr.)

(varies: contact department head)

This course will begin with a study of colonial independence, ending with the study of contemporary characteristics of modern Latin American states.

HIS-214 American History to 1876 (3.00 cr.)

(Fall and Summer, Course Offered Every Year)

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction.

HIS-215 American History Since 1876 (3.00 cr.)

(Spring, Course Offered Every Year)

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the growth of federal power.

HIS-224 Introduction to Asian History (3.00 cr.)

(varies: contact department head)

A study of the traditions, attempts at modernization in the 19th century, and the contemporary scene in important Asian regions and countries.

HIS-250 Introduction to Archaeology (3.00 cr.)

(varies: contact department head)

This course provides students with a basic introduction to the scope and concerns of archaeology, a deeper understanding of the human past, and a greater sensitivity to issues surrounding the reconstruction and representation of that past. Through the semester we will survey some of the more famous archaeological discoveries including Lucy, King Tut's tomb, and also discuss more contemporary discoveries such as New York City's African burial ground and Blackbeard's Queen Anne's Revenge. Over the semester we will also conduct several activities dealing with the hands-on analysis of material culture, and will visit and critically analyze several local archaeological sites and reconstructions.

HIS-281 Introduction to African History (3.00 cr.)

(Fall, Course Offered Every Year)

This course will introduce students to the history of the African continent, including the modern country of South Africa. It will survey the fundamental elements of societal organization, the emergence of major kingdoms such as Great Zimbabwe and the Zulu, the impact of the discovery of diamonds and gold, the beginnings of the slave trade, the imposition of European colonialism, the emergence of apartheid, and the problems of Africa's newly independent states.

HIS-282 The Modern Middle East (3.00 cr.)

(Spring, Course Offered Every Year)

This course will address cultural, social and political issues in the Middle East in the late 19th and especially in the 20th century. Topics covered will include imperialism, nationalism, the creation of modern states, the Palestinian-Israeli conflict, the Iranian Revolution, the politics of oil, U.S. - Middle East relations, and the emergence of activist Islamic groups. Also offered as POL-282.

HIS-300 Introduction to Public History (3.00 cr.)

(Spring, Course Offered Every Year)

An introduction to the theoretical background of public history and its disciplines; historic preservation, museum studies, archives and records administration and documentary editing. Students read literature in these disciplines and solve practical problems in public history.

HIS-302 Modern British History (3.00 cr.)

(Varies-Contact Dept. Head)

This course will explore some of the major developments in modern British history between the seventeenth and twentieth centuries. In particular, it will focus on the related economic, social and political changes that made the British people into a modern democratic nation and led them, for better or for worse, to reach out across the entire globe. With special attention to the intellectual history and literature of these centuries, the course will also investigate how various British thinkers have tried to make sense of their lives and improve their society. By the end of the course students should feel very much at home among a people whose history has deeply shaped our own.

HIS-304 Greek and Roman History (3.00 cr.)

(Fall, Odd-Numbered Years Only)

A study of the cultural and historical characteristics of the ancient Greeks and Romans with special emphasis on their contributions to subsequent civilizations.

HIS-306 Russia in the Twentieth Century (3.00 cr.)

(Fall, Odd-Numbered Years Only)

A study of the political, social, and cultural development of Russia and the Soviet Union across the 20th century.

HIS-308 20th Century Europe (3.00 cr.)

(Fall, Even-Numbered Years Only)

War, revolution, more war, genocide, the threat of nuclear annihilation, the collapse of Communism and the Russian Empire: this is Europe in its most destructive century ever. This course attempts to understand why this happened, the form it took, and its impact on the world.

HIS-310 Modern China (3.00 cr.)

(Varies-Contact Dept. Head)

China in the 20th century with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts.

HIS-311 Modern Japan (3.00 cr.)

(Varies-Contact Dept. Head)

Survey of economic, political and social developments since the middle of the nineteenth century. Emphasis will be placed on the adaptation of traditional Japanese customs and institutions to accommodate the changes necessary for Japan to succeed in an industrial, Western-dominated world.

HIS-312 India: Past and Present (3.00 cr.)

(Varies-Contact Dept. Head)

After an overview of the contemporary scene in India, this course will explore traditional Indian history and culture, including the ancient Indus Valley civilization, Aryan civilization, the Indo-Aryan synthesis, Hinduism, Buddhism, and Islam in India, Mughal imperial unification, the arrival of the British in India, the rise of Indian nationalism with Gandhi and Nehru, Indian independence, modern India and the role of India in the world today. Carefully selected films will complement the readings and lectures, and students will be made aware of resources concerning India in the academic community in Raleigh and in the Research Triangle.

HIS-314 Colonial American History (3.00 cr.)

(Spring, Odd-Numbered Years Only)

The colonial origins of American society and ethnic diversity to the emergence of the American nation in the Revolutionary period.

HIS-319 Contemporary American History (3.00 cr.)

(Spring, Even-Numbered Years Only)

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism, civil rights, youth revolt, women's rights, and democracy.

HIS-325 Asian Civilizations (3.00 cr.)

(Varies-Contact Dept. Head)

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages.

HIS-330 US & the World in the 20th Century (3.00 cr.)

(Spring, Odd-Numbered Years Only)

A study of global issues involving the United States vis-à-vis Europe, the former Soviet Union, Latin America, Africa, Middle East, and Asia. May be taken for credit in political science or history. Also offered as POL-330.

HIS-333 History of the South (3.00 cr.)

(Fall, Odd-Numbered Years Only)

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments.

HIS-334 Methods of Historical Research (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introductory course in historical research and writing that is required of all majors. It focuses on finding, evaluating, and using historical sources; on organizing and presenting historical research; and on analyzing historical literature. Each student should plan to take this course before she undertakes HIS-499, Senior Research, and HIS-495, Senior Seminar.

HIS-383 Religion in U.S. History (3.00 cr.)

(Fall, Odd-Numbered Years Only)

A study of the religions of the United States from the pre-colonial period to the present. Special attention to the impact of religious beliefs and practices in the shaping of U.S. culture and society. Focus will be placed on major periods, movements, and events and their connections to religious experience: the founding of the republic and civil religion, denominationalism and revivalism, frontier and utopian quests, Protestant/Catholic/Jewish interaction, slavery and civil rights, science and fundamentalism, secularism and pluralism. Cross-listed as REL-383. Prerequisites: One 100 level Religion course.

HIS-385 Europe in the Middle Ages (3.00 cr.)

(Spring, Even-Numbered Years Only)

This course will survey major developments in Western Europe from roughly 400 CE to 1300 CE. It will use primary and secondary sources to explore the growth of a distinctly European civilization upon its Judaeo-Christian, classical and Germanic roots, and will trace the expression of this civilization through its political, religious and educational institutions; its formal religious thought and vernacular literature; its art, architecture and music; and its interactions with different cultures both within and beyond its borders. Specific topics covered will include the Germanic invasions, monasticism, the conversion of Europe, the growth of the manorial and feudal systems, scholastic thought in the universities, heresy and the crusades, the growth of representative government and others. Also offered as REL-385.

HIS-387 Age of Renaissance/Reformation (3.00 cr.)

(Spring, Odd-Numbered Years Only)

This course will work primarily through class discussion of primary sources to understand the changes in outlook expressed in the Renaissance, the Reformation and the Scientific Revolution between the fourteenth and seventeenth centuries. In particular, it will focus upon the transition from medieval toward modern attitudes in areas such as historical and scientific thought, political and educational theory, philosophy, art, music and religious thought and practice. It will also address the economic, social and political variables that underlay these changes in intellectual life, as well as the impact that these ideas had upon European society. Students will be encouraged to explore individual interests from their own major fields and personal backgrounds. Also offered as REL-387.

HIS-495 Senior Seminar (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A culminating seminar that brings together work done across the major, builds upon HIS-334 and links to Senior Research in History, HIS-498 and HIS-499. Students will review schools of historical interpretation and methods of historical research and then apply these to an ongoing analysis of contemporary developments both national and international. They will meet twice a week to improve oral and written communication skills through class discussion, formal presentations and a variety of written assignments. They will also make and implement plans for postgraduate education and careers. Students should take HIS-495 at the same time they pursue Senior Research in History, HIS-498 or HIS-499. May be taken without prerequisite course with permission of the instructor. Prerequisites: HIS-334.

HIS-498 Honors Thesis in History (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Each senior major in the Honors and/or Teaching Fellows Program must choose, research, write and present orally an honors thesis that reflects her training, interests, and/or career direction. Each student who plans to write an honors thesis must, in consultation with a departmental adviser, identify a viable topic before she registers for HIS-498. During the semester in which she writes the honors thesis, she should also take HIS-495. Prerequisites: HIS-334.

HIS-499 Senior Research (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Under the direction of the appropriate faculty member, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The faculty director must approve a preliminary research proposal before the student can pre-register for this course. Students should take HIS-495, Senior Seminar, during the same semester that they take Senior Research. Required of senior history majors and open to junior majors with permission of the department head. May be repeated for credit for a total of six hours. Prerequisites: HIS-334.

HIS-520 History of North Carolina (3.00 cr.)

(Fall, Even-Numbered Years Only)

A study of North Carolina from the colonial period to the present. Emphasis on the internal forces which shaped the state and her contributions in the national history.

HIS-764 The Teaching of Social Studies (3.00 cr.)

(Spring, Course Offered Every Year)

A study of the methods required for teaching grades 6-9, and grades 9-12, social studies. May not count toward a major.

Interior Design

ID-142 History of Architectural Interiors & Furnishings (3.00 cr.)

(Fall, Course Offered Every Year)

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ART-142.

ID-144 Interior Design I (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An exploration of the basic principles and skills of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. ART-101 or ART-105 are either prerequisites or corequisites to this course. Six studio hours per week. Also offered as ART-144.

ID-243 Interior Design Drafting & Presentation (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course includes continued development of architectural drafting skills with the addition of isometric, axonometric, and perspective drawing. Visual presentation skills, including rendering, will be developed. Six studio hours per week. Prerequisites: ID-144.

ID-244 Interior Design II (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Studio problems in interior design for residential projects. Included will be construction drawings, space planning, and specifications for residential interiors. Six studio hours each week. Prerequisites: ID-144, ID-243 and ART-101 or ART-105.

ID-245 Housing Issues (3.00 cr.)

(Fall, Course Offered Every Year)

Study of psychological, physiological, social, and environmental aspects of shelter. Included will be a study of the housing needs of elderly and handicapped; cross-cultural perspective of housing; ergonomics; historic preservation; energy efficiency; and government policies influencing housing.

ID-246 Interior Design Materials (3.00 cr.)

(Spring, Course Offered Every Year)

An in-depth study of materials used in interior design, including textiles, window treatments, floor and wall coverings, furniture and accessories. Skills in designing window treatments, and calculating yardage needed for floor and wall coverings, window treatments and upholstered furniture.

ID-248 Technology Applications for Interior Design (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Exploration of technology techniques and tools for Interior Design. Design software and internet exploration. Introduction of computer aided drafting and design. Prerequisites: ID-144.

ID-299 Introduction to Research in Interior Design (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and problems in Interior Design. This course will provide an introduction to the methods and techniques of the discipline. The research experience will culminate in a paper and/or presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: ID-144.

ID-343 Construction Technology (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Survey of residential and nonresidential systems, building materials, construction methods, building codes, and wood furniture design. Prerequisites: ID-144, ID-244.

ID-344 Interior Design III (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course includes advanced presentation skills, cabinet design and detailing, residential and nonresidential studio problems relating to energy conservation and designing interiors for special populations, such as the handicapped and elderly. Six studio hours per week. Prerequisites: ID-144, ID-243, ID-244.

ID-348 Interior Lighting Design (3.00 cr.)

(Spring, Course Offered Every Year)

Exploration of light as a design element in interior design; lighting theory; emphasis on technical aspects of lighting; lighting calculations; lighting specification and installation. Studio problems with application to residential, office, hospitality, retail, and institutional settings. Prerequisites: ID-144, ID-243, ID-244.

ID-443 Professional Practices in Interior Design (3.00 cr.)

(Fall, Course Offered Every Year)

This course will include business procedures and ethical practices of interior design; preparation of design contracts and specifications; introduction to professional organizations; portfolio critiques; project management and facilities management; interior design research and publication. Students must have senior standing to enroll. Prerequisites: ID-144, ID-243, ID-244, ID-344.

ID-444 Interior Design IV (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An advanced design studio course, this course explores large-scale design problems. Emphasis is given to multi-use spaces, building systems and codes. In addition to studio projects, research and related readings are included. Students must have senior status to enroll. Six studio hours a week. Prerequisites: ID-144, ID-243, ID-244, ID-343, ID-344.

ID-447 Contract Interior Design (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

The execution of creative and functional solutions for commercial and institutional interior design problems. Included will be space planning and specification of materials and furnishings for non-residential interiors. Lecture and six studio hours each week. Prerequisites: ID-144, ID-243, ID-244, ID-344.

ID-448 Special Problems in CADD (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Application of advanced computer aided design for residential and commercial interiors. Further exploration of overlay design packages. Prerequisites: ID-248.

ID-498 Honors Thesis in Interior Design (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the interior design faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

ID-499 Research in Interior Design (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research or creative project exploring issues and problems in Interior Design. The research experience will culminate in a paper and/or presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for credit for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: ID-244.

Interdisciplinary Studies

IDS-100 Appreciation of Fine Arts (3.00 cr.)

(Varies-Contact Dept. Head)

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as an elective in the humanities and fine arts.

IDS-110 Information Research & Technology (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Hands-on use of the computer network and library information resources in all formats [including e-mail, internet, computerized catalogues and indexes, and print resources]. Students learn to find, evaluate and use information. A CamNet account is required. Pass/Fail grading only.

IDS-280 China Today (3.00 cr.)

(Spring, Course Offered Every Year)

Modern China is best understood in the context of its history, perhaps the lengthiest in the world and certainly the lengthiest in Asia. This course begins with an overview of Chinese history and geography. It includes Chinese culture and the festivals that are such an important part of that culture. Students also learn about Chinese philosophy, literature, music, arts, heroes, food and ethnic minorities as well as contemporary issues.

IDS-300 Arts, Artifacts & Culture-Europe (3.00 cr.)

(Meredith Abroad, Course Offered Every Year)

An introduction to the culture and the social life of the peoples of continental Europe based upon a study of the arts and artifacts they produced. This course places special emphasis on the countries students visit while studying in Continental Europe. Terms are defined broadly, looking at literary, visual and musical arts as well as dance; architecture of both private and public spaces; and artifacts of all kinds. Focus will be on folk as well as high culture; ancient as well as modern times; and traditional as well as avant-garde modes. Students examine expressions that are secular as well as religious; utilitarian as well as purely ornamental; and communal as well as personal. To facilitate students' observations of local culture, the spoken languages of the countries being visited will be studied. The journal that students are required to keep for this course is generally their principal artifact from the summer. It, in combination with the students' photographs, has proven to be the favorite souvenir of the summer abroad.

IDS-301 Arts, Artifacts & Culture-UK (3.00 cr.)

(Meredith Abroad, Course Offered Every Year)

An introduction to the culture and social life on the peoples of the United Kingdom based on a study of the arts and artifacts they produced. This course places special emphasis on the countries students visit while studying in the United Kingdom. Terms are defined broadly, looking at literary, visual and musical arts as well as dance; architecture of both private and public spaces; and artifacts of all kinds. Focus will be on folk as well as high culture; ancient as well as modern times; and traditional as well as avant-garde modes. Students examine expressions that are secular as well as religious; utilitarian as well as purely ornamental; and communal as well as personal. The journal that students are required to keep for this course is generally their principal artifact from the summer. It, along with the students' photographs, has proven to be the favorite souvenir of the summer abroad.

Italian

ITA-101 Elementary Italian I (3.00 cr.)

(Fall, Course Offered Every Year)

Introduction to modern spoken Italian. English will be used in the classroom for orientation purposes only. Grammar, graded readings, and speaking. Independent language laboratory work required each week.

ITA-102 Elementary Italian II (3.00 cr.)

(Spring, Course Offered Every Year)

A review and continuation of ITA-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required each week. Prerequisites: ITA-101.

ITA-299 Introduction to Research in Italian (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an intermediate level of complexity. In her project, the student will investigate an aspect of Italian language or literature, culture or civilization of personal interest and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and the faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from ITA from Level 200 or above.

ITA-498 Honors Thesis in Italian (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the honors student investigates an aspect of Italian language, literature, culture or civilization of personal interest and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Weekly meetings. It is expected that the honors student will spend at least ten hours per week on her thesis. Fulfills honors thesis requirement. Research performed in connection with study abroad is strongly encouraged. Prerequisites: 6 credits from ITA from Level 300 or above.

ITA-499 Junior & Senior Research in Italian (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an advanced level of complexity. In her project, the student will investigate an aspect of Italian language or literature, culture or civilization of personal interest, and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from ITA from Level 300 or above.

Latin

LAT-101 Elementary Latin I **(3.00 cr.)**

(Fall, Course Offered Every Year)

A course for beginners in the fundamentals of Latin grammar. Independent computer work required each week.

LAT-102 Elementary Latin II **(3.00 cr.)**

(Spring, Course Offered Every Year)

A review and continuation of LAT-101. Increased emphasis on reading. Independent computer work required each week. Prerequisites: LAT-101.

LAT-205 Intermediate Latin I **(3.00 cr.)**

(Fall, Course Offered Every Year)

An intermediate course in Latin designed to prepare the student for work with the more difficult authors, including Cicero and Ovid. Grammar review. Independent computer work required each week. Prerequisites: LAT-102.

LAT-206 Intermediate Latin II **(3.00 cr.)**

(Spring, Course Offered Every Year)

A continuation of LAT-205 with further emphasis on advanced readings. Independent computer work required each week. Prerequisites: LAT-205.

Legal Studies

LEG-400 Legal Survey **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An overview of the legal principles and procedures in major areas of the law, including civil procedure, torts, criminal law, contracts, real property, domestic law, wills and estates, and corporations. Open to juniors and seniors only. Permission from the Director of the Paralegal Program is required to enroll. Instructor's consent required.

LEG-401 Legal Research **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Legal bibliography and research methods. Included are court reports, statutes and digests; legal encyclopedias, treatises and periodicals; computer research; legal citation form; Shepard's citations; introduction to legal writing. Open to juniors and seniors only. Permission of the Director of the Paralegal Program is required to enroll. Instructor's consent required. Prerequisites: LEG-400.

Mathematics

MAT-090 Intermediate Algebra Review **(2.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course is designed as a preparation for college algebra and other 100-level mathematics courses covering the following topics: the real number system, exponents, roots, radicals, polynomials, factoring, rational expressions, equations and inequalities, graphing linear equations and inequalities, graphing quadratic equations, and word problems. Counts as two credit hours toward course load and full-time student status but does not count as college credit.

MAT-130 Exploring With Mathematics **(3.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

This course emphasizes reasoning and communicating to clarify and refine thinking in practical areas of life. Students will gain confidence in their ability to apply their mathematical skills to applied problems and decision making. Topics will be chosen from: set theory, probability, visual representation of information, geometry, and graph theory.

MAT-141 College Algebra **(3.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

This course is a study of the algebra of functions. Topics covered include polynomial and rational functions, exponential functions and logarithmic functions. Graphing calculators will be used. Credit not allowed for both MAT-141 and MAT-144. Credit in this course is not given to students who already have credit for MAT-211.

MAT-143 Trigonometry **(2.00 cr.)**

(Fall, Spring and Summer Course Offered Every Year)

The course will emphasize the use analytic trigonometry in a wide variety of applications. Topics covered will include trigonometric relationships in triangles, trigonometric functions and trigonometric identities. Graphing calculators will be used. Credit not allowed for both MAT-143 and MAT-144. Credit in this course is not given to students who already have credit for MAT-211.

MAT-144 Functions and Graphs **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course is a study of the algebra and geometry of functions. Topics covered include polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. Graphing calculators will be used. After completing this course, a student would have an appropriate background for MAT-211, Calculus 1. Credit not allowed for both MAT-141 or MAT-143 and MAT-144. Credit in this course is not given to students who already have credit for MAT-211.

MAT-211 Calculus I **(4.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A study of functions, limits, continuity, the derivative, and the integral. Applications of differentiation and integration include maxima, minima, marginal cost and revenue, rectilinear motion, areas and volumes. Students will use graphing calculators. May be taken without prerequisite courses with department's permission. Prerequisites: MAT-141 and MAT-143 or MAT-144).

MAT-212 Calculus II **(4.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A continuation of the calculus of functions of one variable. Topics include volumes of rotation, transcendental functions, integration techniques, polar coordinates, parametric equations, and infinite series. Students will use graphing calculators and computer packages. May be taken without prerequisite with department's permission. Prerequisites: MAT-211.

MAT-220 Linear Algebra **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A study of vector spaces, linear transformations, matrices, determinants, and their applications. Students will use calculators and computer packages. Prerequisites: MAT-211.

MAT-245 Statistics I **(3.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

A general introduction to descriptive and inferential statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical analysis technology. May be taken without prerequisites with department's consent. Prerequisites: MAT-141 or MAT-144.

MAT-250 Introduction to Mathematical Reasoning **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course is a study of logic and an introduction to various techniques of mathematical proof, including direct proof, indirect proof, and proof by induction. Students will be involved actively in the construction and exposition of proofs from multiple representations—visually, numerically, symbolically—and will present their reasoning in both oral and written form. Topics covered include sets and basic properties of the integers, rational numbers, and real numbers. Throughout the course, students will explore strategies of problem-solving and active mathematical investigation. After completing this course, a student would have an appropriate background for upper-level theoretical mathematics courses. Prerequisites: MAT 212 or Corequisites: MAT 212 with permission of the instructor.

MAT-262 Discrete Mathematics **(3.00 cr.)**

(Spring, Course Offered Every Year)

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as CSC-262. May be taken without prerequisites with department's

consent. Prerequisites: MAT-141 and MAT-143 or MAT-144.

MAT-264 Topics in Math-Middle Grades Licensure **(1.00-2.00 cr.)**

(Fall, Course Offered Every Year)

An independent study designed to complete the mathematics concentration for a Middle Grades [6-9] Licensure Program. The course is tailored for each student according to her mathematical background, and therefore may carry 1 or 2 semester hours credit. A student usually takes the course in conjunction with MAT-764, which is offered every fall. May not be counted toward a mathematics major or minor. Prerequisite: admission to the Teacher Education Program or permission of the instructor. Instructor's consent required.

MAT-290 Honors Math Lab **(1.00 cr.)**

(Fall, Course Offered Every Year)

Students work in teams to explore via computer various mathematical concepts. The experiment-conjecture-proof technique allows students to experience some of the excitement of discovering mathematics. During the lab period, the teams interact in a cooperative setting and discuss the meaning of what they are learning. All of the labs contain dynamical graphical displays which enhance the students' understanding of the topics studied. At the end of each experiment, students submit a written report describing their findings. Pre or Corequisite courses: MAT-211, 212 or 213.

MAT-299 Introduction to Mathematics Research **(1.00-3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original research in mathematics. Students will submit findings in a formal written report and will give an oral presentation. Students will be expected to work approximately three hours per week on the research project for each semester hour of credit. May be repeated for a maximum of six credit hours.

MAT-313 Calculus III **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A study of vectors in two and three dimensions and multivariate calculus. This includes three-dimensional analytic geometry, partial differentiation and multiple integration, and line integrals. Students will use technology for exploration and problem solving. May be taken without prerequisite with department's permission. Prerequisites: MAT-212.

MAT-321 Modern Abstract Algebra **(3.00 cr.)**

(Fall, Course Offered Every Year)

A study of general algebraic systems. Topics covered will include relations, mappings, groups, rings, and fields. Group theory is emphasized. Prerequisites: MAT-250.

MAT-334 Modern College Geometry **(3.00 cr.)**

(Fall, Even-Numbered Years Only)

A course emphasizing Euclidean geometry and introducing hyperbolic, elliptic, and transformational geometries. Students will use methods of discovery, construction, and proof to study geometric systems. Prerequisites: MAT-250, 3 courses from MAT except MAT-130, MAT-141, MAT-143, MAT-144.

MAT-340 Probability and Statistics **(3.00 cr.)**

(Fall, Odd-Numbered Years Only)

The study of probability and statistical inference. Emphasis is placed on the theoretical development of probability distributions, discrete, continuous, and multivariate, and the sampling distributions used in statistical inference. Prerequisites: MAT-212, MAT-245.

MAT-345 Statistics II **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

A continuation of MAT-245 which includes linear models [simple and multivariate], analysis of variance, and regression analysis [linear and non-linear]. Application of these topics will be drawn from business, economics, the social sciences, biology and other areas. Students will use statistical analysis technology. Prerequisites: MAT-245 or PSY-200.

MAT-348 Non-Parametric Statistics **(3.00 cr.)**

(Spring, Even-Numbered Years Only)

A study of distribution-free statistical methods. Estimation and hypothesis testing when population distributions are specified only in broad terms. Studies of randomness, trend, independence, symmetry, and goodness-of-fit. Analysis of qualitative [nominally scaled] and ranked data. Chi-squared tests, rank procedures, Spearman rank-correlation, and other methods. Students will use statistical analysis technology. Prerequisites: MAT-245 or PSY-200.

MAT-354 Differential Equations **(3.00 cr.)**

(Spring, Even-Numbered Years Only)

A study of first order differential equations, linear differential equations of higher order, Laplace transforms, series solutions, and applications. Students will use a computer package. Prerequisites: MAT-212.

MAT-360 Numerical Analysis **(3.00 cr.)**

(Fall, Even-Numbered Years Only)

A computer-oriented study of analytical methods in mathematics.

Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as CSC-360. Prerequisites: MAT-212.

MAT-362 Topics in Discrete Mathematics (3.00 cr.)

(Spring, Odd-Numbered Years Only)

Topics chosen from combinatorics, graph theory, and other areas of discrete mathematics of particular application in computer science. Prerequisites vary with the topics studied.

MAT-410 Advanced Calculus (3.00 cr.)

(Spring, Course Offered Every Year)

A rigorous treatment of the foundations of calculus. A study of the algebraic and topological properties of the real numbers; one-variable calculus, including limits, continuity, differentiation, Riemann integration, and series of functions. Prerequisites: MAT-250, MAT-313.

MAT-415 Topics in Analysis (3.00 cr.)

(Fall, Course Offered Every Year)

Topics chosen from among the areas of multivariable calculus, advanced calculus, real analysis, or complex variables. Prerequisites: MAT-250, MAT-313.

MAT-425 Topics in Algebra (3.00 cr.)

(Spring, Odd-Numbered Years Only)

Topics chosen from the areas of advanced linear algebra, number theory, or abstract algebra. Prerequisites vary with the topic studied.

MAT-434 Topics in Geometry & Topology (3.00 cr.)

(Spring, Even-Numbered Years Only)

Topics chosen from the areas of geometry or topology. Prerequisites: MAT-250.

MAT-490 Senior Seminar (3.00 cr.)

(Fall, Course Offered Every Year)

Students will work in teams on problem solving and on a research project. The results of the research project will be presented in both written and oral forms. Topics will also include selected readings in the discipline and study of professional organizations. A satisfactory score on
the end-of-course test is required for completion of the course. Open to seniors only.

MAT-498 Honors Thesis in Mathematics (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the mathematics faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only. Second semester juniors may enroll with permission of the faculty mentor.

MAT-499 Research in Mathematics (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. Open to juniors and seniors majoring in mathematics and to others by permission of the department. May be repeated for credit for a maximum of six credit hours.

MAT-764 Methods Secondary/Middle Math (3.00 cr.)

(Fall, Course Offered Every Year)

A study of the philosophy and objectives of mathematics education, emphasizing methods and materials needed for teaching mathematics in the middle and secondary schools. Attention is given to the importance of planning for instruction and evaluating both the instruction and student performance. Students must demonstrate their skills in planning, teaching, and evaluating. Instructor's consent required.

Medieval & Renaissance Studies

MRE-201 Pilgrims, Poets, and Prophets (3.00 cr.)

(Fall, Course Offered Every Year)

The pilgrimage route of medieval Europe lends structure to this exploration of the culture and civilization of the Middle Ages. The course focuses on France but also considers England, Italy, and Spain. Along the way, students explore selected works of architecture and oral literature, for example, the "Chanson de Roland" or the romances of "Tristan and Yseut;" discover the art of memory as prologue to a study of writing and the design and production of books; consider the birth of the university and early forms and programs of academic study; and evaluate the clash of Christian and Islamic values. Excerpts from the works of Calabrian poet Joachim of Flora provide insight into medieval notions of history, the Endtime, and the Other. Required of all Medieval and Renaissance Studies minors. Must be completed prior to enrollment in a research course, or must be 3 of the last 9 hours taken to satisfy requirements for the minor.

MRE-299 Introduction to Research in Medieval/Renaissance Studies (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor, the student investigates an aspect of medieval and renaissance studies of interest to her and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Research performed in connection with study abroad is strongly encouraged. Permission of the Medieval and Renaissance Studies program coordinator required prior to enrollment. Prerequisites: MRE-201.

MRE-498 Honors Thesis Medieval/Renaissance Studies (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor, the honors student investigates an aspect of medieval and renaissance studies of interest to her and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Research performed in connection with study abroad is strongly encouraged. Permission of the Medieval and Renaissance Studies program coordinator required prior to enrollment. Prerequisites: MRE-201.

MRE-499 Research in Medieval/Renaissance Studies (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor, the student investigates an aspect of medieval and renaissance studies of interest to her and, as a culminating experience for the minor, prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Research performed in connection with study abroad is strongly encouraged. Students wishing to build on an earlier research experience in medieval and renaissance studies or to begin a new topic of personal or academic interest may repeat this course for credit for a maximum of 6 credit hours. Permission of the Medieval and Renaissance Studies Program Coordinator and Junior or senior standing required. Prerequisites: MRE-201.

Applied Music

MUA-040 Beginning Class Piano (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Introduction to fundamentals of the keyboard. Familiar songs, sight-reading, transposition, chords, ensemble playing.

MUA-041 Intermediate Class Piano (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A continuation of MUA-040. Additional music from the classical and popular repertoire. May be taken without prerequisite course with instructor's consent. Prerequisites: MUA-040.

MUA-044 Preparatory Piano (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Repertoire may range from beginning materials to more advanced repertoire appropriate to the individual student.

MUA-050 Beginning Class Voice (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Class lessons in voice will provide the non-major student an introduction to the fundamental techniques required to develop a stable and healthy singing voice. Students will explore the roots of vocal identity, breathing system, posture, initiating tone, vocal registration, optimizing tone quality, learning and performing a song. No previous vocal/choral experience necessary.

MUA-054 Preparatory Voice (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Repertoire may range from beginning materials to more advanced repertoire appropriate to the individual student.

MUA-060 String Instruments (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Practical study of string instruments with emphasis on the violin, including teaching methods.

MUA-068 Guitar Class (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished.

MUA-070 Woodwind Techniques (2.00 cr.)

(Spring, Course Offered Every Year)

Students learn proper performance techniques for flute, oboe, clarinet, and bassoon. Areas covered include embouchure, tonguing, tone production, and range, as well as practical application such as repair, maintenance and selection of the proper instrument. Appropriate methods for beginning and intermediate players are discussed and special techniques [such as muting, double-tonguing, etc.] are demonstrated.

MUA-080 Brass & Percussion Techniques (2.00 cr.)

(Fall, Course Offered Every Year)

Students learn proper performance techniques for trumpet, French horn, trombone, and tuba. In the percussion portion of the class, students learn to play snare drum and develop basic skills in timpani, small percussion instruments [tambourine, triangle, etc.] and mallet instruments. They learn percussion-related terminology found in scores and investigate such problems as percussion section organization, instrumentation substitution, and care and repair of instruments. Appropriate methods for beginning and intermediate players are discussed.

MUA-105 Composition (1.00-4.00 cr.)

(Fall and Spring, Course Offered Every Year)

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-144 Piano I (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

J.S. Bach—Easier preludes, dance movements, inventions or sinfonias; a sonata-form movement from a Classical period sonata or sonatina; an etude and character piece from the Romantic period; compositions from the Impressionistic or Nationalistic schools; an American composition composed after 1950.

MUA-145 Organ I (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Manual and pedal technique. Bach Eight Little Preludes and Fugues, Orgelbuechelein; Dupre Seventy-Nine Chorales; works of comparable difficulty from all periods; hymn playing.

MUA-154 Voice I (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Position and poise of the body, exercises to enhance vocal freedom through coordination of breath and tone. Emphasis on evenness of tone and smoothness of phrase. Simpler songs from classical literature, English and Italian pronunciation.

MUA-164 Violin I (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by DeBeriot and Accoloay; sonatinas by Schubert.

MUA-168 Guitar I (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguardo, Giulini. May be taken without course prerequisite with instructor's consent. Prerequisites: MUA-068.

MUA-205 Composition II (1.00-4.00 cr.)

(Fall and Spring, Course Offered Every Year)

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-244 Piano II (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

J.S. Bach—A prelude and fugue from WTC, or two contrasting dance movements from a suite; a complete sonata by a Classical composer; a character piece from the Romantic period; a composition such as an etude or toccata from the 20th century; a piece composed since 1950.

MUA-245 Organ II (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; service-playing, improvisation.

MUA-254 Voice II (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

MUA-264 Violin II (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Scales and arpeggios in three octaves; Mazas Etudes Speciales, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

MUA-268 Guitar II (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Continued work with technique; Segovia, diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

MUA-290 Sophomore Recital (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A solo recital (which may be shared by two or three performers). Prerequisites: 4 student recital appearances, approved by the faculty in the student's applied music area, and a hearing at least two weeks prior to the recital. Recital fee assessed.

MUA-305 Composition III (1.00-4.00 cr.)

(Fall and Spring, Course Offered Every Year)

Composition in various forms for voice, chorus,individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-344 Piano III (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

J.S. Bach—A prelude and fugue, a complete suite, or toccata; a complete sonata by a Classical or Romantic composer; a piece or movement from the piano ensemble literature.

MUA-345 Organ III (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Bach, smaller works of the mature master period, selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque; service-playing, improvisation.

MUA-354 Voice III (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

MUA-364 Violin III (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Technical work continued; etudes by Kreutzer and Horillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

MUA-368 Guitar III (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

MUA-390 Junior Recital (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A solo recital (which may be shared by two or three performers), given during the student's junior year. Prerequisites: 6 student recital appearances, approved by the faculty in the student's applied music area, and a hearing at least two weeks prior to the recital. Recital fee assessed.

MUA-391 Lecture-Recital (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

The piano pedagogy student will present a lecture-recital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy. Recital fee assessed.

MUA-405 Composition IV (1.00-4.00 cr.)

(Fall and Spring, Course Offered Every Year)

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-444 Piano IV (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

A major work, or group of shorter works, 10-15 minutes in duration, from the Baroque or Classical periods; a complete sonata or a major single work, 10-15 minutes in duration, from the Classical or Romantic periods; a major work, or group of shorter works, by a Romantic composer; a major work, or group of shorter works, representing the 20th century.

MUA-445 Organ IV (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Bach, larger works of the mature master period; compositions of Franck, Widor, Vieme, Mendelssohn, Reger, and other romantics; early Baroque, larger 20th century compositions; service-playing, improvisation.

MUA-454 Voice IV (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Technical work continued, stressing flexibility. Total repertory [MUA-154 through MUA-454] to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

MUA-464 Violin IV (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

MUA-468 Guitar IV (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works; music for guitar and ensemble.

MUA-490 Graduation Recital (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A 50- to 60-minute recital including music at senior level to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in performance. Performance majors only. Recital fee assessed.

MUA-491 Graduation Recital (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A 20- to 60-minute recital, including music at the appropriate level of advancement, to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in music education or for the Bachelor of Arts degree with a major in music. B.A. or music education majors only. For the Bachelor of Arts candidate, a culminating project which combines research and performance may be substituted for a solo or shared recital. This substitution may be made upon recommendation of the faculty. Recital fee assessed.

Private lessons in the following instruments are available, including technical studies, repertoire, and studies in improvisation appropriate to the student's level of advancement.

MUA-146 Harpsichord I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-165 Viola I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-166 Cello I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-167 Double Bass I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-174 Flute I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-175 Clarinet I (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-176 Oboe I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-177 Saxophone I (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-178 Bassoon I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-179 Harp I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-184 Trumpet I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-185 French Horn I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-186 Trombone I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-187 Euphonium I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-189 Percussion I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-246 Harpsichord II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-265 Viola II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-266 Cello II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-267 Double Bass II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-274 Flute II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-275 Clarinet II (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-276 Oboe II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-277 Saxophone II (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-278 Bassoon II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-284 Trumpet II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-285 French Horn II (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-289 Percussion II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-346 Harpsichord III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-366 Cello III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-367 Double Bass III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-365 Viola III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-374 Flute III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-375 Clarinet III (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-376 Oboe III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-377 Saxophone III 1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-378 Bassoon III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-389 Percussion III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-446 Harpsichord IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-465 Viola IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-466 Cello IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-467 Double Bass IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-474 Flute IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-475 Clarinet IV (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-476 Oboe IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-477 Saxophone IV (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-478 Bassoon IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-489 Percussion IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

Music Ensembles

MUE-134 Meredith Chorus (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to all students without audition. Provides music for various college functions and gives concerts on and off campus.

MUE-136 Accompanying Class (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. Two credit hours of accompanying class are required for credit in accompanying, or for accompanying a recital. Students are urged to take this class as early in their studies as possible.

MUE-139 Handbell Choir (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Handbell ringers perform on and off campus. Students must be able to read music. Instructor's consent required.

MUE-231 Wind Ensemble (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-232 Flute Ensemble (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-233 Chamber Music Ensemble (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Rehearsal and performance of chamber music, selected to match the abilities of the students enrolled. Instructor's consent required.

MUE-235 Raleigh Concert Band (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Instructor's consent required.

MUE-236 Accompanying (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. In addition, these students are expected to accompany [with or without credit] every semester, except for the two semesters that they are in a choral ensemble. Normally, one of the following is expected for one hour of credit: a) prepare to accompany a recital for one major; b) ac-company lessons, jury examinations, and student recital appearances for one major; c) accompany lessons and juries for two non-majors [the equivalent of one 60-minute or two 30-minute lessons]; or d) accompany an ensemble. Any work beyond this must be approved by the accompanist's principal applied instructor. Non-music majors may earn credit by accompanying lessons and juries for one 60-minute or two 30-minute lessons. Prerequisites: MUE-136.

MUE-237 String Ensemble (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-238 Meredith Orchestra (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled. Instructor's consent required.

MUE-332 Flute Quartet (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-334 Meredith Chorale (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A select group of about 35 singers who represent the College on campus and on tour. By audition only. Instructor's consent required.

MUE-335 Vocal Ensemble: Encore! (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only. Instructor's consent required. Corequisite courses: for music majors whose principle applied study is voice: MUE-334 or MUE 134.

MUE-336 Piano Ensemble (1.00 cr.)

(Varies-Contact Dept. Head)

Study of works for piano, four hands or two pianos. Instructor's consent required.

MUE-338 Raleigh Symphony Orchestra (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A community orchestra which rehearses and performs primarily at Meredith. Instructor's consent required.

Music

MUS-100 Elementary Theory & Composition (3.00 cr.)

(Fall, Course Offered Every Year)

Introduction to the theory of music and its creation; fundamental aspects of melody and harmony explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, composition and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Three class hours weekly; at least one hour per week in the computer laboratory.

MUS-101 Elementary Theory & Composition (3.00 cr.)

(Spring, Course Offered Every Year)

Introduction to the theory of music and its creation; fundamental aspects of melody and harmony explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, composition and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Three class hours weekly; at least one hour per week in the computer laboratory. Prerequisites: MUS-100.

MUS-140 Elementary Keyboard Harmony I (1.00 cr.)

(Fall, Course Offered Every Year)

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns. Sight-reading. Methods of keyboard improvisation are introduced. Regular and accelerated sections are offered. Prerequisites: The ability to read music and some basic piano study.

MUS-141 Elementary Keyboard Harmony II (1.00 cr.)

(Spring, Course Offered Every Year)

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns. Sight-reading. Methods of keyboard improvisation are introduced. Regular and accelerated sections are offered. Prerequisites: MUS-140.

MUS-150 Elementary Ear-Training (1.00 cr.)

(Fall, Course Offered Every Year)

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction with sight-singing. Use of programmed computer instruction in a lab setting to drill these skills. Students must be able to read music and to match pitch.

MUS-151 Elementary Ear-Training (1.00 cr.)

(Spring, Course Offered Every Year)

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction with sight-singing. Use of programmed computer instruction in a lab setting to drill these skills. Students must be able to read music and to match pitch. Prerequisites: MUS-150.

MUS-202 Advanced Theory & Composition (3.00 cr.)

(Fall, Course Offered Every Year)

Review and continuation, through analysis and composition, of functional harmony. Seventh, ninth, and eleventh chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisites: MUS-101.

MUS-203 Advanced Theory & Composition (3.00 cr.)

(Spring, Course Offered Every Year)

Review and continuation, through analysis and composition, of functional harmony. Seventh, ninth, and eleventh chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisites: MUS-202.

MUS-214 Music Appreciation (3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge is required.

MUS-215 Music Literature (2.00 cr.)

(Spring, Course Offered Every Year)

An introduction to music from a global perspective, to musical resources such as reference materials, to aural analysis of music, and to score analysis. Students learn to listen actively to music from folk, popular and art traditions, both Western and non-Western. The process of writing about music will be explored as will career opportunities in music. This course is a foundation for more advanced studies in music history and literature and is designed for music majors and for students with some formal music background. Required of freshman majors; prerequisite to music history and literature courses.

MUS-220 Pedagogy I (2.00 cr.)

(Spring, Course Offered Every Year)

Survey of beginner methods and elementary literature, technique, and theory. Observation of lessons of beginning and elementary students. One class meeting and one observation per week. A separate section is offered for each applied area as needed. Prerequisites: MUS-101 MUS-215.

MUS-242 Intermediate Keyboard Harmony I **(1.00 cr.)**

(Fall, Course Offered Every Year)

Reinforcement at the keyboard of harmonic vocabulary associated with MUS-202 and MUS-203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization of melody, score reading, sight-reading, transposition, and improvisation. Prerequisites: MUS-141.

MUS-243 Intermediate Keyboard Harmony II **(1.00 cr.)**

(Spring, Course Offered Every Year)

Reinforcement at the keyboard of harmonic vocabulary associated with MUS-202 and MUS-203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization of melody, score reading, sight-reading, transposition, and improvisation. Prerequisites: MUS-242.

MUS-244 Fundamental Concepts of Music **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Vocabulary, basic music notation, and general concepts of music will be introduced through a beginning study of piano, autoharp chording, singing fundamentals, and recorder. Required of all K-6 licensure students.

MUS-252 Intermediate Ear-Training **(1.00 cr.)**

(Fall, Course Offered Every Year)

Continued development of ear-training, sight-singing, and conducting skills begun in MUS-150 and MUS-151. Prerequisites: MUS-151.

MUS-253 Intermediate Ear-Training **(1.00 cr.)**

(Spring, Course Offered Every Year)

Continued development of ear-training, sight-singing, and conducting skills begun in MUS-150 and MUS-151. Prerequisites: MUS-252.

MUS-256 Phonetics/Singers-English & Italian **(1.00 cr.)**

(Spring, Odd-Numbered Years Only)

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian and English. Emphasis on application of principles of pronunciation to texts in vocal literature.

MUS-257 Phonetics/Singers-French **(1.00 cr.)**

(Fall, Odd-Numbered Years Only)

Study of the International Phonetic Alphabet and its application to the pronunciation of French. Emphasis on application of principles of pronunciation to texts in vocal literature.

MUS-258 Phonetics/Singers-German **(1.00 cr.)**

(Spring, Even-Numbered Years Only)

Study of the International Phonetic Alphabet and its application to the pronunciation of German. Emphasis on application of principles of pronunciation to texts in vocal literature.

MUS-299 Introduction to Research in Music **(1.00-3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomores who have an interest in music and who would like to work individually with a faculty member on a project involving research, performance, or other creative endeavor in music. In conjunction with a faculty member, the student will formulate and execute a project at an intermediate level of complexity. The project will require a culminating experience involving a written report and/or a public presentation of its purpose, process, and outcomes. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: MUS-100 or MUS-215.

MUS-300 Beginning Conducting **(2.00 cr.)**

(Fall, Course Offered Every Year)

A study of basic conducting patterns, techniques, and beginning rehearsal procedures. Both instrumental and choral techniques will be presented. Prerequisites: MUS-101.

MUS-301 Choral Conducting & Literature **(2.00 cr.)**

(Spring, Course Offered Every Year)

A study of more advanced conducting patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Prerequisites: MUS-300.

MUS-302 Instrumental Conducting **(2.00 cr.)**

(Spring, Course Offered Every Year)

A laboratory-based class covering topics of basic conducting techniques as they relate to instrumental ensembles. Special emphasis is placed on developing an understanding of the appropriate sound of instrumental groups and on understanding and conducting the musical score. Prerequisites: MUS-300.

MUS-304 Instrumentation **(1.00 cr.)**

(Fall, Course Offered Every Year)

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisites: MUS-202.

MUS-306 Orchestration **(2.00 cr.)**

(Spring, Course Offered Every Year)

Building upon principles established in instrumentation, students engage in a more in-depth examination of orchestral practices of the 18th, 19th, and 20th centuries with special emphasis on the study of blend, balance, and timbre within the orchestra. Techniques of transcription and arranging for the secondary level school orchestra and wind ensemble are included. Prerequisites: MUS-304.

MUS-308 Choral Arranging **(2.00 cr.)**

(Spring, Course Offered Every Year)

Exploration of the various techniques available for arranging sung melody. Emphasis is upon counterpoint, vocal ranges, voicings, form, and accompanying instruments used in arranging music for two to four or more vocal parts. Assignments are designed to meet the needs of each individual student. Prerequisites: MUS-202.

MUS-310 Medieval and Renaissance Music **(2.00 cr.)**

(Fall, Course Offered Every Year)

A historical and stylistic study of music from ancient Greece through the end of the Renaissance [1600], including analysis, composition in specific styles, performance, and listening. Overview of non-western styles. Prerequisites: MUS-101, MUS-215.

MUS-311 Baroque Music **(2.00 cr.)**

(Spring, Course Offered Every Year)

A historical and stylistic study of music of the Baroque period [1600-1750], including analysis, composition in specific styles, performance, and listening. An overview of jazz studies and jazz theory is related to Baroque practices. Prerequisites: MUS-101, MUS-215.

MUS-312 Classic and Romantic Music **(2.00 cr.)**

(Fall, Course Offered Every Year)

A historical and stylistic study of music of the Viennese Classic and Romantic periods [1720-1900], including analysis, composition, performance, and listening. Prerequisites: MUS-101, MUS-215.

MUS-313 20th Century Music

(2.00 cr.)

(Spring, Course Offered Every Year)

A historical and stylistic study of music of the 20th century, including analysis, composition, performance, and listening. Prerequisites: MUS-101, MUS-215.

MUS-314 Literature of Applied Music **(2.00 cr.)**

(Varies-Contact Dept. Head)

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. A separate section is offered for each applied area as needed. Faculty and student performances of representative compositions will be incorporated.

MUS-321 Pedagogy II **(2.00 cr.)**

(Fall, Course Offered Every Year)

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week. Prerequisites: MUS-101, MUS-215.

MUS-322 Practicum **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Teaching a beginning student on a one-to-one basis, one lesson per week. Teaching will be observed and critiqued periodically by the instructor. Continues through two semesters. A separate section is offered for each applied area, as needed.

MUS-395 History and Liturgies **(2.00 cr.)**

(Varies-Contact Dept. Head)

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies).

MUS-396 Hymnology **(2.00 cr.)**

(Varies-Contact Dept. Head)

A study of the hymns of the Christian church, their history, and their function in worship.

MUS-397 Organization & Administration **(2.00 cr.)**

(Varies-Contact Dept. Head)

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church.

MUS-423 Pedagogy III **(2.00 cr.)**

(Spring, Course Offered Every Year)

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week.

MUS-424 Practicum **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Teaching one or more students beyond the beginning level. Teaching will be observed and critiqued by the instructor. Continues through two semesters.

MUS-425 Seminar/Internship **(2.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Studio internship with a professional piano teacher, either at Meredith or in private practice, to last six to eight weeks. Pedagogy seminar, covering a topic of importance to the prospective teacher, to last six weeks.

MUS-455 Opera Workshop **(2.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A course focusing on preparation and performance of opera scenes or of a complete opera. This course offers singers in various stages of vocal development an opportunity to learn basic stagecraft. Emphasis on character development, ensemble acting, role preparation. Scenes and roles will be assigned, musically prepared, staged and presented in a performance at the end of each semester. May be repeated for credit.

MUS-494 Seminar in Music Literature **(2.00 cr.)**

(Fall, Course Offered Every Year)

Research in topics related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester.

MUS-495 Seminar in Theory **(2.00 cr.)**

(Spring, Course Offered Every Year)

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, period styles of important composers. Prerequisites: MUS-203.

MUS-496 Seminar in Musical Theatre **(3.00 cr.)**

(Fall, Odd-Numbered Years Only)

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. May be taken without prerequisite course with instructor's consent. Prerequisites: THE-114.

MUS-498 Honors Thesis in Music **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination, and analysis of knowledge in music. The project must meet honors program thesis requirements as well as expectations of the music faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

MUS-499 Research in Music **(1.00-3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Open to junior and senior music majors or others with permission. In conjunction with a music faculty mentor, the student will formulate and execute an original research project at an advanced level of complexity culminating in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: MUS-203 and 4 credits from courses MUS-310, MUS-311, MUS-312, MUS-313.

MUS-503 Advanced Conducting **(2.00 cr.)**

(Varies-Contact Dept. Head)

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance.

MUS-506 Computers and Music **(2.00 cr.)**

(Varies-Contact Dept. Head)

An introduction to the world of computers and music applications to computing, including programming, flowcharting, computer games, graphics, MIDI applications, composition and notation programs. Students will also explore the Internet with specific emphasis upon musical resources.

MUS-720 Materials & Methods in Elementary School **(2.00 cr.)**

(Fall, Course Offered Every Year)

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and lesson planning. Public school observation and teaching are included. Prerequisites: MUS-101, MUS-151.

MUS-721 Materials & Methods in Middle School **(2.00 cr.)**

(Spring, Course Offered Every Year)

A study of teaching methodologies appropriate for middle school with special attention given to classroom management, learning activity packets, learning centers and uses of computer in music teaching. Prerequisites: MUS-101, MUS-151.

MUS-722 Materials & Methods in Secondary School **(2.00 cr.)**

(Fall, Course Offered Every Year)

A study of the scope and sequence in the music program in the secondary school with special emphasis on the choral program. Attention is given to the changing voice, rehearsal techniques, scheduling, program building and choral performance preparations. Public school observation and teaching are included. Prerequisites: MUS-101, MUS-151.

MUS-723 Instructional Materials & Methods **(2.00 cr.)**

(Spring, Course Offered Every Year)

Designed for music education majors planning to be band or orchestral conductors in schools, this class deals with techniques and repertoire appropriate for beginning and advanced school ensembles. School observation and teaching is required.

Physical Education

PED-110 Beginning Swimming **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A course designed for non-swimmers. Emphasis on water adjustment and basic strokes essential for survival in the water. Activity fee assessed.

PED-113 Synchronized Swimming I **(1.00 cr.)**

(Spring, Course Offered Every Year)

An introduction to synchronized swimming fundamentals including figures, stroke variations and choreography. Prerequisite: knowledge of basic strokes.

PED-120 Beginning Cross Training **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An introduction to a variety of fitness activities, including muscle tone and stretch exercises, aerobic dance, and step aerobics.

PED-121 Aerobic Dance-Cardio Funk **(1.00 cr.)**

(Varies-Contact Dept. Head)

A course designed to provide cardiovascular fitness through aerobic street dance movements.

PED-122 Aerobic Dance-Exercise **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A course designed to provide cardiovascular fitness through aerobic dance movements. This course explores aerobic workouts such as hi-lo impact, step, funk, and interval aerobics.

PED-124 Strength Training **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An introduction to strength training with emphasis on the basic principles of exercise, and safe and effective training techniques.

PED-125 Aquatic Fitness **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A water aerobics course with emphasis on improving cardiovascular fitness through movement exercise in the water to music. Must be able to swim two lengths of the pool to enroll in this course.

PED-126 Muscle Strength and Stretch **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An introduction to a variety of exercises to increase muscular strength, endurance, and flexibility using latex bands, tubes, resistance and medicine balls.

PED-127 Conditioning **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A course designed to provide students with opportunities to gain knowledge and skills necessary for safe and effective strength training and cardiovascular conditioning. Students will have access to Cybex strength machines and free weights, as well as cardiovascular equipment such as bikes, skiers, climbers, treadmills, and transports.

PED-140 Archery **(1.00 cr.)**

(Varies-Contact Dept. Head)

Instruction in target shooting with bow and arrows, safety precautions, equipment use, scoring, and terminology. Recommended for all skill levels.

PED-141 Beginning Badminton **1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A course designed for beginners which includes instruction in basic badminton skills [grip, strokes, and serve], rules and strategies for singles and doubles play, and in-class competition.

PED-142 Beginning Bowling (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Instruction in ball selection, grip, stance, approach, delivery, bowling etiquette, safety precautions, rules, scoring, and terminology. Taught off campus, transportation not provided. Activity fee assessed.

PED-143 Beginning Golf (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A course designed for beginners which includes instruction in basic golf skills [grip, stance, full-swing with irons, chipping, approach shots, and putting], etiquette, safety precautions, rules, scoring, and terminology. Activity fee assessed.

PED-146 Beginning Tennis (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A beginning course which includes instruction in basic tennis skills [grip, groundstrokes, serve, and volley], rules and strategies for singles and doubles play, and in-class competition.

PED-147 Beginning Fencing (1.00 cr.)

(Spring, Course Offered Every Year)

The art of swordplay will be introduced to students in a safe and controlled manner. Students will learn mobility and manipulative skills to attack and defend themselves against an opponent. Students will also learn the history and etiquette of this ancient sport, as well as gain knowledge of how to officiate fencing bouts.

PED-148 Yoga (1.00 cr.)

(Varies-Contact Dept. Head)

This course provides a foundation for beginners. Students learn warm-up and breathing exercises, as well as basic Yoga asanas. Particular attention is given to exploring the internal support for external alignment and posture.

PED-149 Beginning Karate (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course is to serve as an introduction to the American Karate system for the purpose of improving flexibility, balance, muscular strength, movement coordination, and cardiovascular fitness. Through a systematic training program of repetition, the student will learn the application of simple karate techniques and gain the ability to defend herself in an attack situation. Activity fee assessed.

PED-150 Beginning Ice Skating (1.00 cr.)

(Fall, Course Offered Every Year)

Instruction in ice-skating for beginners. Instruction provided at The Ice House in Cary. Transportation not provided. Activity fee assessed.

PED-152 Folk and Square Dance (1.00 cr.)

(Fall, Even-Numbered Years Only)

An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels. Also offered as DAN-152.

PED-157 Country Line Dance (1.00 cr.)

(Varies-Contact Dept. Head)

Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. Also offered as DAN-157.

PED-161 Beginning Basketball (1.00 cr.)

(Varies-Contact Dept. Head)

A beginning level course which includes instruction in shooting, passing, ball-handling, basic offensive and defensive strategies; opportunity for team play.

PED-162 Beginning Soccer (1.00 cr.)

(Varies-Contact Dept. Head)

A beginning level course which includes instruction in shooting, ball-handling, goal-tending, basic offensive and defensive strategies; opportunity for team play.

PED-163 Beginning Softball (1.00 cr.)

(Fall, Course Offered Every Year)

A beginning level course which includes instruction in basic fast-pitch softball skills [hitting, fielding, and base-running], basic offensive and defensive strategies; opportunity for team play. Fast-pitch experience NOT required.

PED-164 Beginning Volleyball (1.00 cr.)

(Varies-Contact Dept. Head)

A beginning level course which includes instruction in setting, passing, hitting, serving; basic offensive and defensive strategies; opportunity for team play.

PED-210 Intermediate Swimming (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A course with emphasis on front crawl, backstroke, elementary backstroke, breaststroke, sidestroke, physical conditioning and safety skills.

PED-212 Scuba Diving (1.00 cr.)

(Varies-Contact Dept. Head)

A course designed to teach basic theory and skills necessary for skin and scuba diving. Students have the opportunity for open water experience and certification. Prerequisite: intermediate swimmer with knowledge of basic strokes. Activity fee assessed.

PED-220 Advanced Cross Training (1.00 cr.)

(Varies-Contact Dept. Head)

This advanced level fitness class is for participants with a moderate to advanced level of muscular and cardio-respiratory fitness. Students will participate in a variety of moderate to intense fitness activities. The course includes muscle strengthening and stretching exercises in addition to aerobics, step, plyometric and conditioning activities.

PED-228 Kick Boxing Aerobics (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A fitness course with emphasis on combining boxing punches and footwork with kicks and blocks from martial art forms. Conditioning exercises such as plyometric, agility drills, push-ups, punch-kick combinations, abs, and flexibility training are included.

PED-232 Selected Sports Activities (1.00 cr.)

(Fall, Even-Numbered Years Only)

An introduction to flag football, speedball, floor hockey, pickleball, and selected recreational sport activities. Includes instruction in basic skills, strategies, and rules.

PED-233 Outdoor Leisure Pursuits (1.00 cr.)

(Fall, Odd-Numbered Years Only)

This course will provide an overview of outdoor recreation skills and related activities. Students will be provided with opportunities to gain the skills and knowledge required to engage in various outdoor leisure activities such as orienteering, Ultimate Frisbee, and outdoor education. Student will be introduced to low-risk adventure activities and community options for participation in outdoor recreation. At least one off-campus activity is required. Off-campus selection may require a fee. Also offered as ESS-215.

PED-241 Intermediate Badminton **(1.00 cr.)**

(Varies-Contact Dept. Head)

Refinement of badminton skills with an emphasis on drills and strategies for singles and doubles play with in-class competition. May be taken without prerequisite course with instructor's consent. Prerequisites: PED-141 or equivalent.

PED-242 Intermediate Bowling **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Review of basic bowling skills and refinement of the delivery, approach, and spare conversion; opportunity for competitive matches. Taught off-campus, transportation not provided. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Prerequisites: PED-142 or equivalent.

PED-243 Intermediate Golf **(1.00 cr.)**

(Varies-Contact Dept. Head)

Refinement of golf skills with instruction on full-swing with irons and woods, chipping, approach shots, sand play and putting; rules, scoring and course management. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Prerequisites: PED-143 or equivalent.

PED-246 Intermediate Tennis **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Review of basic tennis skills with an emphasis on footwork, groundstrokes, service, volley, lobs, overheads, rules and strategies for singles and doubles and in-class competition. May be taken without prerequisite course with instructor's consent. Prerequisites: PED-146 or equivalent.

PED-249 Intermediate Karate **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This intermediate course is to serve as an extension of Karate I. The student will be encouraged to test for the rank of Green Tip in this class. The Karate II students will learn advanced Katas, Self Defense, and sparring. May be taken without course prerequisite with instructor's consent. Activity fee assessed. Prerequisites: PED-149 or equivalent.

PED-310 Swim Conditioning **(1.00 cr.)**

(Varies-Contact Dept. Head)

A course with emphasis on physical conditioning through lap swimming, refinement of all strokes, synchronized swimming and diving. May be taken without prerequisite course with instructor's consent. Prerequisites: PED-210 or equivalent.

PED-311 Lifeguard Training **(2.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A course designed for strong swimmers seeking an American Red Cross Lifeguarding certificate. Prerequisite: intermediate swimmer with knowledge of basic strokes. Activity fee assessed.

PED-312 Water Safety Instructor **(2.00 cr.)**

(Spring, Course Offered Every Year)

A course to train students to teach American Red Cross water safety courses. Prerequisite: intermediate swimmer with knowledge of basic strokes.

PED-313 Synchronized Swimming II **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Aqua Angels (performing group); advanced skills with emphasis on show production. Audition required. May be taken without prerequisite course with instructor's consent. Pass/fail grading only. Prerequisites: PED-113.

PED-346 Advanced Tennis **(1.00 cr.)**

(Varies-Contact Dept. Head)

Refinement of tennis skills with an emphasis on volley, lobs, overheads, dropshots, drills and strategies for singles and doubles play and in-class competition. May be taken without course prerequisite with instructor's consent. Prerequisites: PED-246.

PED-349 Advanced Karate **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This advanced course is to serve as an extension of Karate II. The student will be expected to expand her skill level and knowledge of Kata, Self Defense, and Sparring. She will be encouraged to complete the requirements for Green Belt. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Prerequisites: PED-249 or equivalent.

PED-471 Intercollegiate Basketball **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Winter season (1 hour, Fall; 1 hour Spring). Must be a full time Meredith student to participate. Pass/fail grading only.

PED-472 Intercollegiate Soccer **(2.00 cr.)**

(Fall, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall season (2 hours, Fall). Must be a full time Meredith student to participate. Pass/fail grading only.

PED-475 Intercollegiate Volleyball **(2.00 cr.)**

(Fall, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall season (2 hours, Fall). Must be a full time Meredith student to participate. Pass/fail grading only.

PED-476 Intercollegiate Tennis **(2.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall and Spring season (2 hours, Fall; 2 hours Spring). Must be a full time Meredith student to participate. Pass/fail grading only.

PED-477 Intercollegiate Fastpitch Softball **(2.00 cr.)**

(Spring, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Spring season [2 hours, spring]. Must be a full time Meredith student to participate. Pass/fail grading only.

Philosophy

PHI-105 Philosophy of Religion (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course examines how reason and faith seek in different ways to provide answers to the major questions which people have always asked about the nature and meaning of life. The questions dealt with include the following: What are the various avenues to knowledge, or truth? What are the differing functions of literal and symbolic language? What are the arguments for the existence of God? Can the pluralism of religions be reconciled in unity? Is there a solution to the problem of evil? Is there hope of immortality? Also offered as REL-105.

PHI-201 Introduction to Philosophy (3.00 cr.)

(Fall, Course Offered Every Year)

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion.

PHI-205 Political Ideas Seminar (3.00 cr.)

(Spring, Course Offered Every Year)

Selected readings from original sources in the area of modern and contemporary political philosophy. Topics covered include democracy, liberalism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. (Required for politics majors, who should take it in their sophomore or junior year.) Also offered as POL-205. Prerequisites: ENG-111.

PHI-210 Critical Thinking (3.00 cr.)

(Varies-Contact Dept. Head)

The purpose of the course is to learn to recognize and evaluate informal arguments found in ordinary language and everyday-life situations. Students will work toward the skill of quick recognition of patterns of thought and direct evaluation of the their validity. Belief in the power of rational analysis will be encouraged, so that main points (premises, evidences, and inferences) can be distinguished from minor, irrelevant, or misleading points in various media of communication.

PHI-251 Ancient Greek Philosophy (3.00 cr.)

(Varies-Contact Dept. Head)

An intellectual-historical survey of the Greek mind with its major contributions to Western thought. An effort to uncover major milestones in Greek thinking by understanding some of the historical and cultural movements which issued into the great philosophical systems.

PHI-252 Modern Philosophy (3.00 cr.)

(Varies-Contact Dept. Head)

A survey of philosophy in the 19th and 20th centuries, with particular attention to the movements of existentialism and linguistic analysis.

PHI-344 Biomedical Ethics (3.00 cr.)

(Fall Or Spring, Course Offered Every Year)

Recent technological and economic developments in the biomedical fields have led to considerable public debate about the ethical implications for patients, health professionals and providers, biomedical researchers and research subjects. We will be exploring such issues as professional and institutional ethics, the new reproductive technologies, genetic engineering, organ transplants, biomedical research, and the access to and allocation of health care. The course aims at promoting students' understanding of and participation in the on-going public discussion with respect to the rights and duties of the various parties involved and the evolving formulation of public policy. Because this is a course in ethical reflection and application, considerable emphasis will be placed on case study analysis and class discussion. Also offered as REL-344.

PHI-345 Environmental Ethics (3.00 cr.)

(Fall Or Spring, Course Offered Every Year)

This course explores ethical issues that arise in connection to the environment including: biodiversity; wilderness preservation; pollution; population; private property and common resources; intergenerational justice; environmental public policy; and corporate responsibility. Students will be introduced to the historical traditions of thought with respect to the environment, new and emerging forms of environmental ethics and the practical application of ethical theories and principles to current environmental concerns. Particular attention will be give to the ethical challenges of weighing competing interests and claims of individuals, social groups and institutions, future generations and the broader biotic community. Also offered as REL-345.

Physics

PHY-100 Principles of Physical Science (3.00 cr.)

(Spring, Even-Numbered Years Only)

A study for the non-science major of the fundamental principles of physical science with emphasis on their relevant applications.

PHY-202 Introduction to Astronomy (3.00 cr.)

(Fall, Even-Numbered Years Only)

This course provides an introduction to basic astronomy. Topics include the history of astronomy, the solar system, stellar structures and lifetimes, galaxies and other objects outside the solar system, optics and cosmology. The student will learn basic observing techniques including chart reading, constellation identification, and telescope viewing. The course includes a "hands-on" component in which the student constructs and takes data with simple astronomical instruments.

PHY-211 General Physics I (3.00 cr.)

(Fall, Course Offered Every Year)

A study of mechanics, thermodynamics, and waves. Three lectures per week. High school physics or PHY-100 is strongly recommended as a prerequisite to this course. Prerequisites: MAT-211. Corequisite courses: PHY-241.

PHY-212 General Physics II (3.00 cr.)

(Spring, Course Offered Every Year)

A study of electricity, magnetism, optics and modern physics. Three lectures a week. Prerequisites: PHY-211, PHY-241. Corequisite courses: PHY-242.

PHY-241 General Physics I Laboratory (1.00 cr.)

(Fall, Course Offered Every Year)

Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours per week. Corequisite courses: PHY-211.

PHY-242 General Physics II Laboratory (1.00 cr.)

(Spring, Course Offered Every Year)

Laboratory studies in electricity, magnerism, optics, and modern physics. Two laboratory hours per week. Prerequisites: PHY-211 PHY-241. Corequisite courses: PHY-212.

PHY-299 Introduction to Research (1.00-2.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. PHY-211 is strongly recommended as a prerequisite for this course. Course may be repeated for a total of three hours credit. Corequisite courses: SCI-299.

PHY-430 Atomic and Molecular Structure (3.00 cr.)

(Spring, Odd-Numbered Years Only)

A study of the modern theories of atomic and molecular structure and chemical bonding. Also offered as CHE-430. Three lectures per week. Prerequisites: CHE-112, PHY-212, MAT-211.

PHY-499 Research (1.00-2.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to junior and senior science or mathematics majors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. SCI-299 is a prerequisite or a corequisite to this course. Prerequisites: PHY-212.

Political Science

POL-100 American Political Systems (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introduction to American government and politics with an emphasis on the basic constitutional structure of the government and on the political institutions that surround it. Attention given to current political events and issues.

POL-203 Contemporary American Policy & Politics (3.00 cr.)

(Fall, Even-Numbered Years Only)

A study of public policies and the political processes that support them. Models and methods used by policy analysts will be studied.

POL-204 Modern Political Systems (3.00 cr.)

(Spring, Even-Numbered Years Only)

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, authoritarian and developing systems are considered.

POL-205 Political Ideas Seminar (3.00 cr.)

(Spring, Course Offered Every Year)

Selected readings from original sources in the area of modern and contemporary political philosophy. Topics covered include democracy, liberalism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. [Required for political science majors who should take it in their sophomore or junior year.] Also offered as PHI-205. Prerequisites: ENG-111.

POL-210 International Politics (3.00 cr.)

(Fall, Course Offered Every Year)

An introduction to world politics. A survey of current issues and trends in major regions and the principles of interactions among nations, blocks, international organizations, and multinational corporations.

POL-282 The Modern Middle East (3.00 cr.)

(Spring, Course Offered Every Year)

This course will address cultural, social and political issues in the Middle East in the late 19th and especially in the 20th century. Topics covered will include imperialism, nationalism, the creation of modern states, the Palestinian-Israeli conflict, the Iranian Revolution, the politics of oil, U.S. - Middle East relations, and the emergence of activist Islamic groups. Also offered as HIS-282.

POL-300 Law and Society (3.00 cr.)

(Spring, Course Offered Every Year)

An introduction to the nature and function of law, to the structure and operation of the court systems of the United States and to the legal professions. Also considers current legal controversies.

POL-301 Constitution & Rights of Americans (3.00 cr.)

(Fall, Course Offered Every Year)

The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking.

POL-305 Introduction to Public Administration (3.00 cr.)

(Spring, Even-Numbered Years Only)

An introduction to the field of public administration. The executive branch of American government will be examined. Methods, theories, and skills of administration in the public sector will be studied.

POL-309 Politics of the Vietnam War (3.00 cr.)

(Varies-Contact Dept. Head)

The course will offer an in-depth examination of the war in Vietnam and the participation of the United States in that war. There will be an extensive study of the causes of the war. The political environment of the prosecution and termination of the conflict will be addressed. Foreign and defense policy will be a primary perspective.

POL-310 Gender Issues in Law & Policy (3.00 cr.)

(Spring, Odd-Numbered Years Only)

This course explores current law and policy concerning contemporary gender issues as well as conflicting perspectives on those issues. Students will critically analyze and compare a wide range of different feminist and masculinist approaches to issues like workplace discrimination, violence against women, abortion and pornography.

POL-320 International Political Economy (3.00 cr.)

(Spring, Odd-Numbered Years Only)

This course examines the politics of international economic relations between countries and in the world as a whole. The course orients students with the basic underpinnings of international economic policy-making and the basic theoretical paradigms of the field of international political economy. Specific topics of discussion include the politics of international trade, the effect of globalization on the U.S. economy and political system, the role of multinational corporations and non-governmental organizations in global politics, relations between the developed and developing worlds, and the rise of regional economic blocs.

POL-330 US & the World in the 20th Century (3.00 cr.)

(Spring, Odd-Numbered Years Only)

A study of global issues involving the United States vis-à-vis Europe, the former Soviet Union, Latin America, Africa, Near East, and Asia. May be taken for credit in political science or history. Also offered as HIS-330.

POL-331 Environmental Politics & Policy **(3.00 cr.)**

(Spring, Even-Numbered Years Only)

This course will examine the politics and policy of environmental issues both in the United States and globally. We will study the forces and constraints that shape policy at local, state and national levels of government. We will also examine the issues and problems of the global environment and international policy being developed to address those issues. Students will examine and assess proposed solutions to the problems.

POL-340 State & Local Political Systems **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

This course provides a survey of politics and policy at the state and local levels of government. Institutions, processes, and behaviors of governments and political participants will be studied. The federal system will be examined from the viewpoint of states and localities.

POL-341 Colloquium in N.C. Politics **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

Students will apply knowledge gained in POL-340 to the special case of North Carolina. Along with appropriate readings and assignments, we will visit suitable institutions and attend events. Examples of these include: a session of the legislature, legislative committee meetings, and oral legal arguments. Students will have the opportunity to interact with officials, representatives, lobbyists, and others active in North Carolina state politics. Corequisite courses: POL-340.

POL-350 Congress and the Presidency **(3.00 cr.)**

(Spring, Course Offered Every Year)

This course will examine the elective branches of government: the Congress and the President. Students will examine the structure and function of each branch separately and then study the relationship of each to the other.

POL-360 British Parliamentary Government **(3.00 cr.)**

(Meredith Abroad, Course Offered Every Year)

This course introduces students to the nature and background of the British form of government with an emphasis on Parliament and the European Union. Because this course is taught in London and meets several times in Westminster Palace, students have a unique opportunity to observe government at work. Students supplement what they learn in class and in their texts with what they see as they attend committee meetings and sessions of both Houses and what they hear from the broad spectrum of members of Parliament, peers, and parliamentary staff who speak to them.

POL-374 Social Research Principles **(3.00 cr.)**

(Fall, Course Offered Every Year)

This course explores the logic of scientific inquiry. Topics include the relation of research to theory construction and to program evaluation, the nature of causation, the components of research design, and a variety of methods for social research. Guidance in reviewing and evaluating research reports is provided. Also offered as SOC-374. Recommended for students wanting to pursue qualitative research projects. Prerequisites: SOC-230, SOC-231, or SOC-260.

POL-375 Social Research Methods & Statistics **(3.00 cr.)**

(Spring, Course Offered Every Year)

Using sociological data, statistical calculations (including descriptive and inferential statistics as well as several measures of correlation) and computerized data analysis are presented and practiced in the course. Guidance in selecting, analyzing and interpreting statistical results is emphasized. Credit not given for both this course and MAT-245. Also offered as SOC-375. Prerequisites: SOC-230, SOC-231, or SOC-260.

POL-498 Honors Thesis in Political Science **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Each senior major in the Honors and/or Teaching Fellows Program must choose, research, write and also present orally an honors thesis that reflects her training, interests, and/or career direction. Each student who plans to write an honors thesis must, in consultation with a departmental adviser, identify a viable topic before she registers for POL-498. Prerequisites: POL-205.

POL-499 Senior Research **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Under the direction of the appropriate faculty member, the student will formulate and execute an original research project that will culminate in a paper. Required of all political science majors not taking POL-498. Ordinarily taken during the fall semester. Instructor's consent required. Prerequisites: POL-205.

Psychology

PSY-100 Introduction to Psychology **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An introduction to the scientific study of behavior and consciousness, including such topics as the neurobiological basis of behavior, perception, learning, memory and thinking, motivation, personality, normal and abnormal behavior, psychotherapy, and social factors in behavior.

PSY-120 Stress Management **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

The concept of stress in daily life is defined, and both general and specific sources are examined. The effects of stress and benefits of stress reduction are discussed. Experientially, students learn how to use techniques for reducing stress and promoting relaxation. Prerequisites: PSY-100.

PSY-200 Statistical Methods in Psychology **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, nonparametric techniques, and analysis of variance. Basic computer skills required. Prerequisites: PSY-100.

PSY-210 Life Span Developmental Psychology **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A study of characteristics and changes from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development. Prerequisites: PSY-100 or EDU-234.

PSY-212 Psychology of Gender Roles **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

The understanding of gender roles from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of gender differences, the effects of body states on personality, psychophysiological dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles the different sexes play during their lifetimes. Prerequisites: PSY-100.

PSY-299 Introduction to Research in Psychology **(1.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in the execution of an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to freshmen and sophomores. May be repeated for credit for a maximum of six semester hours. Prerequisites: PSY-100.

PSY-300 Research Methods in Psychology **(4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to the history, methods, and ethics of general experimental psychology. Research studies will be developed, executed, analyzed, and reported in American Psychological Association style. Basic computer skills required. Prerequisites: PSY-100, PSY-200.

PSY-310 Psychology of Children and Adolescence **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A comprehensive review of development from infancy to adolescence, with an emphasis on factors which influence growth and learning. Applications of research and theory are directed toward designing appropriate interventions with children in individual and group settings. Prerequisites: PSY-100.

PSY-312 Psychology of Exceptional Individuals **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to the psychological and educational issues associated with the major exceptionalities. Field observation is often a component of this course. Prerequisites: PSY-100 or EDU-234.

PSY-320 Abnormal Psychology **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders, dissociative disorders, personality disorders, affective disorders, schizophrenic disorders, and chronic brain syndromes. Prerequisites: PSY-100.

PSY-324 Conditioning and Behavior Modification **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An examination of the principles of classical and operant conditioning including reinforcement, stimulus control, extinction, and the application of these principles in a variety of settings, including societies, institutions [e.g., schools, mental health settings, prisons, etc.], the home, and in the control and modification of one's own behavior. Prerequisites: PSY-100.

PSY-330 Neuropsychology **3.00 cr.)**
(Fall, Course Offered Every Year)

A survey of the functional anatomy of the nervous system. Special emphasis on current views of the contributions of various subsystems to psychological phenomena. Prerequisites: PSY-100.

PSY-332 Perception **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception. Prerequisites: PSY-100.

PSY-334 Animal Behavior **(3.00 cr.)**
(Spring, Course Offered Every Year)

An introduction to the scientific study of animal behavior, a synthesis of comparative psychology and ethology. Students will also be introduced to paleonanthropology, primate behavior, and behavior genetics. Prerequisites: PSY-100.

PSY-340 Community Field Experience **(1.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A field experience in psychology involving application of knowledge and skills in community agencies, mental health services, business, government, or educational settings which provides students with exposure to and experience in the profession of psychology. Attendance at a biweekly seminar and completion of a written project is required. May be repeated for credit. A maximum of 5 credit hours may be earned. Instructor's consent required. Prerequisites: PSY-100.

PSY-342 Autism Practicum **(2.00-3.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

A practicum course involving preschool children with autism using applied behavioral analysis techniques. Each student is assigned to a child's team and works with that child on a one-to-one basis in the Meredith Child Laboratory and in the child's home. May be repeated for credit. Prerequisites: PSY-100.

PSY-410 Social Psychology **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attraction, self consistency, aggression, altruism, and social cognition. Prerequisites: PSY-100.

PSY-420 Theories of Personality **(3.00 cr.)**
(Spring, Course Offered Every Year)

Major contemporary theories of personality. Theories evaluated in light of research findings. Prerequisites: PSY-100.

PSY-422 Psychological Testing and Evaluation **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Prerequisites: PSY-100, PSY-200.

PSY-424 Theory and Practice in Counseling **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. Intensive class interaction is expected. Observation, interviewing, role playing and videotaping are used in the course. A variety of theories are introduced. The student is strongly encouraged to take Abnormal Psychology or Theories of Personality before taking this class. Junior/senior status. Instructor's consent required. Prerequisites: PSY-100.

PSY-430 History and Systems in Psychology **(3.00 cr.)**
(Spring, Course Offered Every Year)

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th- and early 20th-century psychological pioneers. Prerequisites: PSY-100.

PSY-432 Memory, Language and Cognition **(3.00 cr.)**

(Fall, Course Offered Every Year)

A survey of the major theories and empirical findings in the field. Emphasis is placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problem solving. Prerequisites: PSY-100.

PSY-440 Special Topics in Psychology **(1.00–3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A course focused on a special topic in psychology. Topics will be chosen in accord with faculty and student interest. Intended for students of demonstrated maturity, usually indicated by upper class standing. Topics may include current trends in research and/or professional issues [e.g., multicultural counseling, environmental psychology, research in gerontology]. A description of the topic will be included in the registration schedule for the upcoming semester. May be repeated for credit but no more than three hours may be applied to the 18-hour minor requirement. Instructor's consent required. Prerequisites: PSY-100.

PSY-498 Honors Thesis in Psychology **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. The project must meet Honors Program thesis requirements as well as the expectations of the psychology faculty. Open to seniors in the Honors and/or Teaching Fellows Programs who are majoring in psychology. Prerequisites: PSY-200, PSY-300.

PSY-499 Research in Psychology **(1.00–3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. Open to junior and senior psychology majors or minors and others by permission of the instructor. May be repeated for credit for a maximum of six semester hours. Prerequisites: PSY-200, PSY-300.

Religion

REL-101 Religions in the United States **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course is an exploration of the changing religious landscape of the United States, looking at the history and dynamic interaction of the various religious traditions that compose the contemporary American religious scene. We will explore global religious traditions as expressed in the American context, as well as some culturally specific traditions. Throughout we will maintain a dual focus on how the various religious traditions are changing in the American environment and how America is changing in this new multi-religious context.

REL-102 World Religions **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An exploration of major eastern and western religious traditions including, but not limited to, Buddhism, Hinduism, Judaism, Christianity, and Islam. In addition to looking at the historical development of such traditions, this course addresses issues concerning current religious practice and the role of major religious traditions in contemporary society.

REL-103 Biblical Literature and History **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A study of the canonical literature of the Jewish and Christian traditions. This course will explore how this diverse body of literature relates to its social and historical contexts. The focus will be on acquiring tools from a variety of academic approaches to reading the Bible. This course will enable students to understand how interpretive choices have been made in the reading of biblical texts and to reflect on how diverse ways of interpreting the Bible have shaped culture and continue to do so.

REL-104 Religious Ethics **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An introduction to the ethical contributions of the religious and philosophical traditions on selected contemporary social issues.

REL-105 Philosophy of Religion **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course examines how reason and faith seek in different ways to provide answers to the major questions which people have always asked about the nature and meaning of life. The questions dealt with include the following: What are the various avenues to knowledge, or truth? What are the differing functions of literal and symbolic language? What are the arguments for the existence of God? Can the pluralism of religions be reconciled in unity? Is there a solution to the problem of evil? Is there hope of immortality? Also offered as PHI-105.

REL-200 Introductory Topics in Religious Studies **(3.00 cr.)**

(Course Offered As Needed)

An introductory study of selected topics within the area of religious studies as determined by faculty expertise and student interest. Topics may take a thematic, historical or comparative approach within the following areas: religion and culture, religion and society, religious ethics, religious thought and sacred texts. The course may be repeated for credit. Prerequisite: one 100-level Religion course.

REL-201 Method and Theory in Religious Studies **(3.00 cr.)**

(Spring Semester, Every Year)

This is a seminar devoted to the theories and methods in the academic study of religion from its beginnings in the 19th century until the present. Key theories and theorists will be discussed with a goal of developing basic knowledge of the issues in the field. This course will not be a prerequisite to other courses. Prerequisite: one 100-level Religion course.

REL-251 Introduction to Buddhism (OC) **(3.00 cr.)**

(Spring Semester, Alternate Years)

This course presents the religious philosophy, practices and cultural developments of Buddhism from 6th century BCE India to present-day America. In the course of this study, we will examine Buddhist ideas about the nature of existence, the basis of knowledge, the nature and path to salvation, psychology, ethics, aesthetics, gender and mind-body issues. Prerequisites: One 100-level Religion course.

REL-252 Religion and the Arts in Asia **(3.00 cr.)**

(Fall Semester, Every Year)

This course explores religious thought and expression in the pan-Asian sphere. It travels to India, China, Japan and beyond to investigate how the visual and performing arts can be seen as both expressions of and constructions for the sacred. Religious art and architecture, material culture, garden design, fashion design, interior design, martial arts, dance, music, ritual performance, tea ceremony and popular culture will be considered in the context of Asian religious thought and philosophy. Prerequisites: One 100 level Religion course.

REL-262 Jesus and the Gospels **(3.00 cr.)**

(Spring Semester, Every Year)

Historical and literary study of the Gospels as distinctive and divisive expressions in narrative forms of the proclamation concerning Jesus of Nazareth. Focus will be on the modern quest for the historical Jesus and a variety of historical, literary and theological problems posed by the gospel texts and the quest. Prerequisites: One 100 level Religion course.

REL-265 Prophetic Elements in Biblical Traditions **(3.00 cr.)**

(Fall Semester Alternate Years)

A study of the prophetic books of the Old Testament, with attention to their contemporary value.

REL-266 Pauline Literature **(3.00 cr.)**

(Spring Semester, Every Year)

A study of the development of early Christian life and thought as found in the work and writings of Paul.

REL-268 Women and the Bible **(3.00 cr.)**

(Spring Semester, Every Year)

A study of the status of women in the Old and New Testament cultures, the understandings of women in biblical theology, and the role of women in the events of biblical history.

REL-283 Women in the Christian Tradition **(3.00 cr.)**

(Fall Semester, Alternate Years)

A survey of the role of women in the history of Christianity, from the time of the early church to the modern period. Attention will be given to outstanding individuals and significant movements as well as to the social and theological settings out of which they emerged.

REL-284 Sin, Satan, and Evil **(3.00 cr.)**

(Fall Semester, Every Year)

A study of beliefs, images, and stories about sin and evil in the religious traditions of Judaism and Christianity, focusing around the figure of Satan and patterns of belief and disbelief in Western religious history.

REL-285 Theology & Contemporary Lit **(3.00 cr.)**

(Fall Semester, Alternate Years)

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, DeVries, Steinbeck, Tennessee Williams, and Updike.

REL-289 Introduction to Christian Theology **(3.00 cr.)**

(Fall Semester, Alternate Years)

An introduction to basic Christian beliefs which explores such topics as the meaning of revelation, the existence and nature of God, Christology, the Christian understanding of personhood, and related topics.

REL-299 Introduction to Research in Religious Studies **(1.00-3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research project that will culminate in a paper and, if appropriate, a presentation. A research proposal form completed by the student and faculty mentor is required for registration. Prerequisite: one 100-level Religion course.

REL-341 Sociology of Religion **(3.00 cr.)**

(Fall Semester, Alternate Years)

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Cross Listed as SOC-341. Prerequisite: one 100-level Religion course.

REL-342 Psychology of Religion **(3.00 cr.)**

(Course offered as Needed)

A study of different psychological approaches that take religious beliefs, practices, moralities and experiences as their object of study. The course draws upon theories from depth psychology and humanistic schools of thought and the findings of empirical forms of psychological theory and research.

REL-344 Biomedical Ethics **(3.00 cr.)**

(Fall or Spring, Course Offered Every Year)

Recent technological and economic developments in the biomedical fields have led to considerable public debate about the ethical implications for patients, health professionals and providers, biomedical researchers and research subjects. We will be exploring such issues as professional and institutional ethics, the new reproductive technologies, genetic engineering, organ transplants, biomedical research, and the access to and allocation of health care. The course aims at promoting students' understanding of and participation in the on-going public discussion with respect to the rights and duties of the various parties involved and the evolving formulation of public policy. Because this is a course in ethical reflection and application, considerable emphasis will be placed on case study analysis and class discussion. Cross Listed as PHI-344.

REL-345 Environmental Ethics **(3.00 cr.)**

(Fall or Spring, Course Offered Every Year)

This course explores ethical issues that arise in connection to the environment including: biodiversity; wilderness preservation; pollution; population; private property and common resources; intergenerational justice; environmental public policy; and corporate responsibility. Students will be introduced to the historical traditions of thought with respect to the environment, new and emerging forms of environmental ethics and the practical application of ethical theories and principles to current environmental concerns. Particular attention will be give to the ethical challenges of weighing competing interests and claims of individuals, social groups and institutions, future generations and the broader biotic community. Cross Listed as PHI-345.

REL-346 Anthropology of Religion **(3.00 cr.)**

(Fall Semester, Alternate Years)

Questions concerning religion have been central to the discipline of anthropology, since its inception in the late nineteenth century. This course looks thematically at the concepts of myth and symbol, the body, ritual, identity, gender, religious practice and practitioners, using a range of anthropological approaches to the study of religion that have been developed and refined over the past hundred years. This course will not be a prerequisite to other courses. Cross Listed as SOC 346. Prerequisite: one 100-level Religion course.

REL-351 Comparative Mysticism **(3.00 cr.)**

(Spring Semester, Alternate Years)

This course explores the remarkable phenomenon of mysticism: the direct experience of the sacred, however it may be defined. It will present major theoretical approaches to the study of mysticism before discussing the textual accounts and visual expressions of mystics throughout the world and throughout history. Primary emphasis will be given to Hindu-Buddhist and Christian sources, though other varieties of mystical experience will also be considered. Prerequisite: one 100-level Religion course.

REL-382 History of Christianity **(3.00 cr.)**

(Fall Semester, Alternate Years)

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods.

REL-383 Religion in U.S. History **(3.00 cr.)**

(Fall Semester, Alternate Years)

A study of the religions of the United States from the pre-colonial period to the present. Special attention to the impact of religious beliefs and practices in the shaping of U.S. culture and society. Focus will be placed on major periods, movements, and events and their connections to religious experience: the founding of the republic and civil religion, denominationalism and revivalism, frontier and utopian quests, Protestant/Catholic/Jewish interaction, slavery and civil rights, science and fundamentalism, secularism and pluralism. Cross-listed as HIS-383. Prerequisite: one 100-level Religion course.

REL-385 Europe in the Middle Ages **(3.00 cr.)**

(Spring, Even-Numbered Years Only)

This course will survey major developments in western Europe from roughly 400 CE to 1300 CE. It will use primary and secondary sources to explore the growth of a distinctly European civilization upon its Judaeo-Christian, classical and Germanic roots, and will trace the expression of this civilization through its political, religious and educational institutions; its formal religious thought and vernacular literature; its art, architecture and music; and its interactions with different cultures both within and beyond its borders. Specific topics covered will include the Germanic invasions, monasticism, the conversion of Europe, the growth of the manorial and feudal systems, scholastic thought in the universities, heresy and the crusades, the growth of representative government and others. Also offered as HIS-385.

REL-387 Age of Renaissance/Reformation **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

This course will work primarily through class discussion of primary sources to understand the changes in outlook expressed in the Renaissance, the Reformation and the Scientific Revolution between the fourteenth and seventeenth centuries. In particular, it will focus upon the transition from medieval toward modern attitudes in areas such as historical and scientific thought, political and educational theory, philosophy, art, music and religious thought and practice. It will also address the economic, social and political variables that underlay these changes in intellectual life, as well as the impact that these ideas had upon European society. Students will be encouraged to explore individual interests from their own major fields and personal backgrounds. Also offered as HIS-387.

REL-400 Selected Topics in Religious Studies **(3.00 cr.)**

(Course Offered As Needed)

A study of selected topics within the area of religious studies as determined by faculty expertise and student interest. Topics may take a thematic, historical or comparative approach within the following areas: religion and culture, religion and society, religious ethics, religious thought and sacred texts. The course may be repeated for credit. Prerequisite: one 100-level Religion course.

REL-497 Seminar **(3.00 cr.)**

(Fall Or Spring, Course Offered Every Year)

Open to seniors who have had a minimum of 12 hours in religion. Topic varies from semester to semester. Required of majors. Prerequisites: 12 credits from REL.

REL-498 Honors Thesis in Religion **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and conduct a research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. The project must meet Honors Program Thesis requirements and conform to the thesis guidelines of the department of Religion and Philosophy. Open to Honors Students and Teaching Fellows during their junior or senior year. Prerequisite: 12 credits from REL.

REL-499 Research in Religion **(1.00-3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to Junior and Senior Religion Majors and Minors.

Science

SCI-299 Research Methods **(1.00 cr.)**

(Spring, Course Offered Every Year)

This course will use a seminar format to introduce freshmen and sophomore students to the chemical literature, various library search strategies, experimental design strategies, laboratory safety, and technical writing. The course will provide the necessary background for participating in original laboratory research. CHE-111, GEO-200, or PHY-211 are strongly recommended as prerequisites to this course, Either CHE-299, GEO-299, or PHY-299 is a corequisite.

SCI-764 The Teaching of Science **(3.00 cr.)**

(Fall, Course Offered Every Year)

A course for students seeking teacher licensure in science [6-9] or chemistry [9-12] or biology [9-12]. Students are introduced to the specific methods used in science teaching. Both the theoretical and the practical aspects of teaching science in the middle and secondary schools are stressed. Information on safety practices is given. Emphasis is placed on the importance of demonstration and laboratory work in science classes, on understanding and making effective use of objectives, and on individualizing science instruction.

Sociology

SOC-230 Principles of Sociology **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A standard introduction to the field of sociology, theories that explain human behavior and social structure, and related results of sociological research.

SOC-231 Social Problems (3.00 cr.)

(Varies-Contact Program Director)

This examination of American Society places an emphasis on the institutional bases of social problems and conflict. Topics include poverty, racism, environmental threat, militarism, crime, and other contemporary challenges. Policies designed to address these problems are explored. Attention is consistently directed to the influences of these social problems on women's lives and to the ways in which women have contributed to constructive solutions.

SOC-260 Cultural Anthropology (3.00 cr.)

(Spring, Course Offered Every Year)

An introduction to anthropology with special emphasis on comparative study of preliterate cultures and the wide variety of human communities, actions, and solutions to the challenges of social existence.

SOC-299 Introduction to Research in Sociology (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomores who have an interest in sociology and who would like to work individually with a faculty member on a project involving research on an issue from a sociological perspective. In conjunction with a faculty member, the student will formulate and execute a research project at an intermediate level of complexity. The project will require a culminating experience involving a written report and/or a public presentation of its purpose, process, and outcomes. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from SOC Level 200 or above.

SOC-320 Our Bodies-Our Lives (3.00 cr.)

(Varies-Contact Program Director)

This course will focus on the way in which individuals develop their identities through the body's experiences in American culture. Drawing upon an interdisciplinary range of research and ideas, the course will explore how the body is influenced and shaped by society; how individuals are affected by myths about the ideal or "notmal" body; and the way the body has been objectified in areas of fitness, health and beauty. We will look at the effects of the media, popular culture, education, and other areas of socialization to gain self-awareness as to the ways students' lives reflect the process of how they embody cultural values and social attitudes. Also offered as HED-320.

SOC-332 Human Sexuality (3.00 cr.)

(Spring, Course Offered Every Year)

The research literature on sexual interests, behaviors and relationships is reviewed as we discuss the changing practices and perceptions of sexuality in America. Topics include the cultural construction of sex, the process of learning to be sexual, sexual deviance, the influence of marriage, and the interplay between sex and power in our society. Recognition of both risks and rewards associated with sexuality provides the context for studying controversial policies in society. Prerequisites: SOC-230, SOC-231, or SOC-260.

SOC-335 Race and Ethnic Relations (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

The basic purpose of this course is to analyze the causes and consequences of racial and ethnic inequality in the United States. Building on the sociological concept of a minority group and the order and conflict models of society, the means by which prejudice is perpetuated, and the process of institutional discrimination will be explained. Prerequisites: SOC-230, SOC-231, SOC-260 or EDU-232.

SOC-336 Criminology (3.00 cr.)

(Fall, Course Offered Every Year)

The law, the offenders and the victims are examined in this study of crime and its causes. The conventional crimes of violence, property offenses and vice are covered along with corporate, governmental and organized crime. Changing patterns in the incidence of crime are considered. Prerequisites: SOC-230, SOC-231 or SOC-260.

SOC-337 Corrections (3.00 cr.)

(Spring, Odd-Numbered Years Only)

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem. Prerequisites: SOC-230, SOC-231, or SOC-260.

SOC-338 Sociology of Families (3.00 cr.)

(Spring, Course Offered Every Year)

This course will provide students with an overview of the family from a sociology perspective. All of us have been in contact with at least one family, and some of us will be involved in several families throughout our lives. Yet, these families are diverse and complex, similar in some ways and different in many others. While the family is considered to be one of the most private and pervasive social institutions in our society, it also serves a public function as well. Through this course we will explore both the public and private functions of families, as well as the ways in which families have undergone transformations throughout history. Prerequisites: SOC-230, SOC-231, or SOC-260.

SOC-340 Aging and Retirement (3.00 cr.)

(Fall, Odd-Numbered Years Only)

The physical, psychological, and sociological dimensions of the aging process are examined. Topics include retirement, poverty and old age, role disengagement, health concerns, death and dying. Attention is given to the status of the elderly as a minority group in the United States. Prerequisites: SOC-230, SOC-231, or SOC-260.

SOC-341 Sociology of Religion (3.00 cr.)

(Varies-Contact Dept. Head)

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as REL-341. Prerequisites: REL-100 or REL-103, SOC-230, SOC-231 or SOC-260.

SOC-346 Anthropology of Religion (3.00 cr.)

(Fall Semester, Alternate Years)

Questions concerning religion have been central to the discipline of anthropology, since its inception in the late nineteenth century. This course looks thematically at the concepts of myth and symbol, the body, ritual, identity, gender, religious practice and practitioners, using a range of anthropological approaches to the study of religion that have been developed and refined over the past hundred years. This course will not be a prerequisite to other courses. Cross Listed as REL 346. Prerequisites: a 100-level Religion course.

SOC-374 Social Research Principles (3.00 cr.)

(Fall, Course Offered Every Year)

This course explores the logic of scientific inquiry. Topics include the relation of research to theory construction and to program evaluation, the nature of causation, the components of research design, and a variety of methods for social research. Guidance in reviewing and evaluating research reports is provided. Also offered as POL-374. Prerequisites: SOC-230, SOC-231, or SOC-260.

SOC-375 Social Research Methods & Statistics **(3.00 cr.)**
(Spring, Course Offered Every Year)

Using sociological data, statistical calculations (including descriptive and inferential statistics as well as several measures of correlation) and computerized data analysis are presented and practiced in the course. Guidance in selecting, analyzing and interpreting statistical results is emphasized. Credit not given for both this course and MAT-245. Also offered as POL-375. Prerequisites: SOC-230, SOC-231, or SOC-260.

SOC-430 Population Dynamics **(3.00 cr.)**
(Fall, Course Offered Every Year)

In a post-cold war world, issues of overpopulation, deaths due to famines or epidemics, and the massive movements of peoples fleeing political or economic unrest have become new global crises. This course will examine the demographic factors that affect these issues as well as how they relate to the environment and the status of women internationally. U. S. demographic trends are evaluated in the context of global influences. Prerequisites: SOC-230, SOC-231, or SOC-260.

SOC-431 Social Stratification **(3.00 cr.)**
(Varies-Contact Dept. Head)

Explanations for social inequality are considered along with current research on class, status, and power. Both national and international patterns of wealth and poverty are inspected to explain, "who gets what and why." Inequalities of households, of socially structured groups, and of nations receive specific treatment. Prerequisites: SOC-230, SOC-231, or SOC-260.

SOC-432 Sociology of Organizations **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course is designed to explore local, state, national, and global bureaucracies. The emphasis is on social structure, policy, and change in organizational environments. Through analysis of the development and spread of large-scale organizations, we understand more fully how the behavior of populations may be controlled. Organizational deviance and secrecy are included, as we examine the various ways that markets and bureaucracies influence one another. Prerequisites: SOC-230, SOC-231, or SOC-260.

SOC-433 Sociology of Education **(3.00 cr.)**
(Varies-Contact Dept. Head)

This course will analyze the complex mutual influences between education, social class, race, gender, and labor market participation. The role of education in the reproduction of social and cultural patterns is examined. The structure of education in the United States is compared with systems in other nations for instructive policy analysis. EDU-232 may serve as a prerequisite for students without a 200-level sociology course. Prerequisites: SOC-230, SOC-231, SOC-260, or EDU-232.

SOC-471 Sociology Service Project **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An opportunity to contribute the student's perspectives and skills to a micro- or macro-oriented project in the community is identified through careful assessment of the student's strengths. No fewer than 50 hours of service must be completed, along with written reports connecting the experiential lessons to central themes or theories in sociology. Pass/Fail grading only. Prerequisites: 12 credits from SOC.

SOC-472 Sociology Literature Review **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The student will select a focus for her thesis, and conduct a comprehensive study of pertinent literature in professional journals, manuscripts, and standard reference sources used in the social sciences. A written review, synthesizing this literature according to professional standards of organization and citation, will be monitored and edited in collaboration with the professor. This course is open only to sociology majors and minors, and should be taken just prior to SOC-496. Pass/Fail grading only.

SOC-473 Professional Developments in Sociology **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This seminar examines the practice of sociology as a profession and its applications to a variety of careers and situations. To enhance the student's awareness of the role of sociology in society and her potential roles as a practitioner, there are readings and writing exercises assigned that serve as topics for seminar discussion. This course is open only to sociology majors or minors who expect to graduate within a year. Pass/Fail grading only.

SOC-489 Social Theory **(3.00 cr.)**
(Fall, Course Offered Every Year)

From the origins of sociological thinking to the current controversies regarding social action and social structure, explanations developed by sociologists to describe and to demystify society are studied and applied. Ideas advanced by Durkheim, Marx and Weber are followed by extensions and alternatives up to and including the Frankfurt School, Feminism and Post Modernism.

SOC-496 Seminar in Sociological Analysis **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Application of social science principles, theoretical models, research methodologies, and techniques of analysis provide a thorough experience in sociological inquiry, culminating in a major project for presentation to seminar members and invited guests. Prerequisites: SOC-374, SOC-375, SOC-472.

SOC-498 Honors Thesis in Sociology **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a sociology faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. The project must meet Honors Program thesis requirements as well as the expectations of the sociology faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Prerequisites: 3 credits from SOC at Level 200, SOC-374, SOC-375.

SOC-499 Research in Sociology **(1.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a sociology faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior majors and others by permission. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from SOC at Level 200, SOC-374, SOC-375.

Spanish

SPA-101 Elementary Spanish I (3.00 cr.)

(Fall and Summer, Course Offered Every Year)

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who do not qualify for SPA-103. Independent language laboratory work required each week.

SPA-102 Elementary Spanish II (3.00 cr.)

(Spring and Summer, Course Offered Every Year)

A review and continuation of SPA-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required each week. Prerequisites: SPA-101.

SPA-103 Structural Spanish (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A thorough and accelerated review of first-year Spanish for students who had two years of high school Spanish, but who do not qualify for SPA-205. Independent language laboratory work required each week.

SPA-205 Intermediate Spanish I (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A review and continuation of SPA-102 or SPA-103, and gradual introduction of graded readings. Independent language laboratory work required each week. Prerequisites: SPA-102 or SPA-103.

SPA-206 Intermediate Spanish II (3.00 cr.)

(Spring, Course Offered Every Year)

A continuation of SPA-205. Emphasis on the reading and discussion in Spanish of texts of moderate difficulty. Independent language laboratory work required each week. Prerequisites: SPA-205.

SPA-299 Introduction to Research in Spanish (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an intermediate level of complexity. In her project, the student will investigate an aspect of Spanish or Hispanophone literature, culture or civilization of personal interest and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and the faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from SPA at Level 200.

SPA-300 Life and Study Abroad (1.00-3.00 cr.)

(Varies-Contact Dept. Head)

Intensive study and homestay in a Spanish-speaking country. Credit awarded according to departmental guidelines. Permission of department required to enroll. Pass/Fail grading only.

SPA-302 Topics in Language and Culture (1.00-3.00 cr.)

(Varies-Contact Dept. Head)

This course is offered only in connection with the department's programs of study in a Spanish-speaking country. Since instruction is in Spanish, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Instructor's consent required. Prerequisites: SPA-205, SPA-206.

SPA-303 Civilization of Spain (3.00 cr.)

(Fall, Even-Numbered Years Only)

The political and cultural history of Spain including its contributions to Western culture in the fields of art, religion, literature, and music.

SPA-304 Spanish American Civilization (3.00 cr.)

(Fall, Odd-Numbered Years Only)

History of the Spanish-speaking countries and the impact of their culture in the fields of art, religion, literature and music.

SPA-305 Spanish Phonetics & Phonology (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all Spanish majors and minors. One hour of non-credit language laboratory required each week. May be taken without prerequisite courses with permission of instructor. Prerequisites: SPA-205, SPA-206.

SPA-306 Advanced Grammar, Composition & Linguistics (3.00 cr.)

(Spring, Course Offered Every Year)

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in Spanish. Prerequisites: SPA-205, SPA-206.

SPA-307 Advanced Conversation (3.00 cr.)

(Spring, Course Offered Every Year)

Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary Spanish. Open to juniors and seniors or to other students with special permission of the instructor. Required of majors. Prerequisites: SPA-305, SPA-306.

SPA-308 Readings in Hispanic Literature (3.00 cr.)

(Fall, Course Offered Every Year)

This course introduces students to basic techniques for approaching and examining different literary genres in Spanish. Selected readings range in difficulty and include poetry, short story, essay, and testimonial literature. Recommended as an introduction to literature. Prerequisites: SPA-205, SPA-206.

SPA-350 Spanish Seminar (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A weekly seminar [80 minutes per week] designed to perfect a student's aural/oral skills in Spanish. Aspects of the culture, civilization, and literature of the Spanish-speaking countries in the world will be discussed. Will include films, workshops, field trips and other activities. May be taken without the prerequisite courses with permission of the instructor. Two semesters required of Spanish majors; may be taken up to four times for credit. Pass/Fail grading may be elected by the non-major. Prerequisites: take SPA-205 and SPA-206 or SPA-305 and SPA-306).

SPA-351 The Development of Poetry (3.00 cr.)

(Fall, Even-Numbered Years Only)

Introduction to the poetry of Spain and Latin America designed for third- or fourth-year college Spanish students. Includes literary analysis.

Selections are read in chronological order, and each poem is situated in its period and literary movement. Selections from both the epic "El Cid" and lyric poetry will be incorporated. The poetry studied will represent a variety of periods, forms and styles and will include poets such as Jorge Manrique, Garcilaso, Quevedo, Sor Juana Inez de la Cruz, Espronceda, Vallejo, Neruda and G. Fuertes. Prerequisites: SPA-305, SPA-306.

SPA-352 The Development of Theater **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

The introduction to the theater in the Spanish language is designed for students who are in the third or fourth year of college Spanish. Selections are made thematically and each play or critical text will be situated in its period and literary movement. Selections from Spain, Latin America and Hispanic authors of North America will be included. The plays studied will represent a variety of periods, forms and styles and will include dramatists such as Cervantes, Lope de Vega, Ana Caro Mallen de Soto, Sor Juan Inez de la Cruz, Usigli, Elena Garro, and Garcia Lorca. Prerequisites: SPA-305, SPA-306.

SPA-353 Development of Short Fiction **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

Introduction to the development of short fiction in the Spanish-speaking world designed for third- or fourth-year students of college Spanish who have completed SPA-308 at Meredith, or students who are native/near-native speakers of Spanish. Selections will be read in chronological order and will be situated in their own historical and literary periods. A variety of periods and styles will be represented, including such authors as Don Juan Manuel, Santa Teresa de Avila, Cervantes, Sor Juana Inez de la Cruz, Ricardo Palma, Ruben Dario, Jose Marti, Octavio Paz, and Rosario Castellanos. Prerequisites: SPA-308.

SPA-354 Development of Long Narrative **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

A chronological survey of the long Spanish narrative, covering developments in both the Spanish Peninsula and Latin America. Selected chapters from the proto-novel, "La Celestina," passages from "Don Quijote," and excerpts from other novels will be read. Several contemporary novels will be assigned according to theme rather than period. Students will also investigate various avenues of literary criticism. Prerequisites: SPA-308.

SPA-498 Honors Thesis in Spanish **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the honors student investigates an aspect of Spanish language or Hispanophone literature, culture or civilization of personal interest and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Weekly meetings. It is expected that the honors student will spend at least ten hours per week on her thesis. Fulfills honors thesis requirement. Research performed in connection with study abroad is strongly encouraged. Prerequisites: 15 credits from SPA; at Level 300 or above.

SPA-499 Junior & Senior Research in Spanish **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an advanced level of complexity. In her project, the student will investigate an aspect of Spanish or Hispanophone language or literature, culture or civilization of personal interest, and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 12 credits from SPA at Level 300 or above.

Social Work

SWK-235 Child Welfare **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of families in contemporary society with an emphasis on the needs of children, current family problems, and controversies about family forms. Topics covered include the impact of divorce, family poverty and lone parenthood, particularly as they affect children. Special emphasis will also be placed on explanation and interventions for family situations involving violence, child abuse, and neglect. Diversity arising from race, ethnicity, social class and social change will be examined. Twenty hours of community work at an assigned setting will be required. Prerequisites: SWK-241, SOC-230, SOC-231 or CD-234.

SWK-240 Populations At Risk & Social Justice **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course introduces students to concepts and processes of social and economic injustice and to productive strategies for redressing them. Content is grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. It offers a framework and strategies for addressing the unique needs of populations that may be at risk for discrimination, oppression, and economic deprivation as a result of conditions related to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

SWK-241 Introduction to Social Work & Social Welfare **(3.00 cr.)**
(Fall and Spring Course Offered Every Year)

An overview of the profession of social work and the American Social Welfare Institution, examining the history of the American social welfare system and the contemporary structure of services as well as the role of policy in service delivery, social work practice, and attainment of individual and social well-being. The history, mission, and philosophy of the social work profession are also presented with an emphasis on the generalist model of social work practice. Students test their interest in social work through completion of 30 hours of service learning in a social welfare agency.

SWK-299 Introduction to Research in Social Work **(1.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomores who have an interest in social work and social welfare and who would like to work individually with a faculty member on a project involving research on an issue of social work practice or social welfare and social justice. In conjunction with a faculty member, the student will formulate and execute a research project at an intermediate level of complexity. The project will require a culminating experience involving a written report and/or a public presentation of its purpose, process, and outcomes. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: SWK-241.

SWK-302 Social Policy Analysis (3.00 cr.)

(Fall and Alternate Summers, Course Offered Every Year)

Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use these to influence, formulate, and advocate for policy consistent with social work values.. Required Prerequisites: SWK 241, POL 100.

SWK-304 Generalist Practice With Individuals (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course is the first in a three-course generalist practice sequence that focuses on strengths, capacities, and resources of client systems in relation to their broader environment. The course prepares students to engage individuals in an appropriate working relationship, identify issues, problems, needs, resources, and assets; collect and assess information; and plan for service delivery. It also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals and promote social and economic justice. Open to social work majors only. Prerequisites: SWK 241 and SWK 307 or SWK 308.

SWK-305 Generalist Practice With Families (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

The generalist model of social work practice provides a framework within This course is the second in a three-course generalist practice sequence that focuses on strengths, capacities, and resources of client systems in relation to their broader environment. The course prepares students to engage families and groups in an appropriate working relationship, identify issues, problems, needs, resources, and assets; collect and assess information; and plan for service delivery. It also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals and promote social and economic justice. Open to social work majors only. Prerequisites: SWK 241, SWK 304, SWK 307, 308.

SWK-307 Human Behavior for Social Work Practice: Birth – Adolescence (3.00 cr.)

(Fall, Course Offered Every Year)

Provides content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. The course focuses on theories and knowledge of biological, sociological, cultural, psychological, and spiritual development that address the stages of the life span from conception through adolescence. Also addressed is the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being. Prerequisites: BIO 101, PSY 100, SOC 230. Prerequisite or co-requisite: SWK 241.

SWK-308 Human Behavior for Social Work Practice: Adulthood Through Death (3.00 cr.)

(Spring Even-Numbered Years Only)

Provides content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It focuses on theories and knowledge of biological, sociological, cultural, psychological, and spiritual development that address the stages of the life span from young adulthood through death. Also addressed is the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being. Prerequisites: BIO 101, PSY 100, SOC 230: Prerequisite or co-requisite: SWK 241.

SWK-309 Research Methods for Social Work (3.00 cr.)

(Fall, Course Offered Every Year)

This course prepares student to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The course prepares students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice. Prerequisite: PSY 200.

SWK-311 Preparation For Social Work Field Placement (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Students will be assisted in the selection of a social work field placement and in the completion of the application and interview process. The professional values, knowledge, and skills necessary for a successful field experience will be reviewed. Students must complete a pre-placement experience in their field agency. Prerequisite: SWK 304, Co-requisites: SWK 305, SWK 401. Pass/fail grading only.

SWK-401 Generalist Practice With Organizations and Communities (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course is the third in a three-course generalist practice sequence that focuses on strengths, capacities, and resources of client systems in relation to their broader environment. The course prepares students to engage organizations and communities in an appropriate working relationship, identify issues, problems, needs, resources, and assets; collect and assess information; and plan for service delivery. It also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals and promote social and economic justice. Open to social work majors only. Prerequisites: SWK 241, SWK 307 or 308, SWK 304.

SWK-402 Social Work Field Experience (12.00 cr.)

(Fall and Spring, Course Offered Every Year)

The social work field experience is an integral component of social work education and is anchored in the mission, goals, and objectives of the social work program. A minimum of 450 hours of beginning level generalist social work practice experience under the supervision of a professional social worker in an appropriate social agency is required. This experience will reinforce the student's identification with the purposes, values, and ethics of the profession; foster the integration of empirical and practice- based knowledge; and promote the development of professional competence. Open to social work majors only. All social work major courses must be completed prior to enrollment in SWK 402 and SWK 403, which are co-requisites. Also requires approval of Director of Field Education. Fee: $300.

SWK-403 Field Instruction Seminar (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Students meet weekly for a 3-hour integrative field seminar designed to assist them in applying empirically based social work theory, knowledge and professional ethics in a social work practice setting and provide a capstone experience. Students complete an evaluation of practice research project in which they apply in their field settings research skills obtained through the social work curriculum. Written assignments are provided to demonstrate integration of knowledge and practice. Open to social work majors only. All social work major courses must be completed prior to enrollment in SWK 402 and SWK 403, which are co-requisites. Also requires approval of the Director of Field Education.

SWK-405 Selected Topics in Social Work (3.00 cr.)
(Offered as Needed-Contact Dept. Head)

Topics relevant to social work practice are offered as needed based on student requests and faculty availability. Topics offered include social work in education, social work in criminal justice, social work and the law, social work in health care, child welfare, geriatric social work, gender issues in social work, and social work in mental health settings.

SWK-498 Honors Thesis in Social Work (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a social work faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. The project must meet Honors Program thesis requirements as well as the expectations of social work faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Prerequisites: SWK-309.

SWK-499 Research in Social Work (1.00-3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a social work faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior majors and others by permission. May be repeated for credit for a total of six semester hours. Prerequisites: SWK-309.

Theatre

THE-114 Introduction to Theatre (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is designed to provide the student with a basic understanding of the art of theatre through an exploration of Aristotelian dramatic theory, the principles of acting and directing, and major events in theatre history. A student experiences theatre through the analysis of dramatic literature and criticism as related to play attendance.

THE-130–THE 142 Theatre Practica (1.00 cr. hour for each section, listed below)
(Fall and Spring, Course Offered Every Year)

The practicum is designed to give the student practical theatre experience through production or performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit.

Instructor's consent required for each section listed below.

THE-131 Directing
THE-132 Assistant Directing
THE-133 Lighting
THE-134 Sound
THE-135 Costuming
THE-136 Makeup
THE-137 Stage Management
THE-138 Scenery
THE-139 Design
THE-140 House Management
THE-141 Publicity
THE-142 Box Office

THE-214 Creative Dramatics (3.00 cr.)
(Spring, Course Offered Every Year)

Creative dramatics is an area of study which involves drama experiences (pantomimes, improvisations, movement, songs, and games) which are process, not product-oriented for the growth and development of students rather than for the entertainment of the audience. This course includes lectures, readings, and practical opportunities for experience. Observations in area elementary schools and the development of a resource file are required.

THE-224 Acting I (3.00 cr.)
(Spring, Course Offered Every Year)

The beginning acting student is introduced to the theories and practical skills of the Stanislavski system including relaxation, concentration, warm-up techniques, and improvisation exercises. Participation in scene study and monologue work, plus applying the basics of scoring, is also explored. May be taken without prerequisite course with instructor's consent. Prerequisites: THE-114.

THE-244 Fundamental Concepts — Theatre (1.00 cr.)
(Fall and Spring Course, Offered Every Year)

Vocabulary, critical theories, and concepts of theatre will be introduced through observations, demonstrations, practice, and reflection. Oral and written communication skills will be emphasized. Required of all K-6 licensure students.

THE-245 Stagecraft (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study and application of the technical elements of theatre production. Major emphasis will be given to scenic construction and materials used in technical production. Laboratory hours will be arranged for practical experience in scenic arts and crafts. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE-114.

THE-246 Lighting and Sound (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to the basics of electricity, as they apply to theatre, and a survey of the fundamental lighting and sound processes and equipment. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE-245.

THE-247 Costume and Makeup (3.00 cr.)
(Fall, Odd-Numbered Years Only)

An introduction to the basics of costume and makeup design and the processes of costume construction and makeup applications for the stage through practical laboratory experience. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE-245.

THE-299 Research in Theatre **(1.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in an original research project with a faculty mentor. The research experience will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: THE-114.

THE-316 History of Theatre Classic-Romance **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

The course will guide the student through the cultural exploration of the origin and development of theatre, dramatic literature and its structure and genres, dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from the beginning to about 1870. Western and non-western theatre history will be examined. Prerequisites: THE-114.

THE-317 History of Theatre Modern-Contemporary **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

The course will guide the student through the cultural exploration of the development of modern theatre, contemporary dramatic literature, modern dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from 1870 to the present. Western and non-western theatre history will be examined. May be taken without prerequisite courses with instructor'sconsent, Prerequisites: THE-114.

THE-320 Puppetry **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

Students will study the history and art of puppetry. They will design, build, and operate various types of puppets: shadow; glove/hand; rod; marionette; and body/masks. Playwrighting, performance, and play production will be thoroughly explored. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE-114.

THE-324 Acting II **(3.00 cr.)**
(Fall, Course Offered Every Year)

Using the work done in Acting I as a foundation, this course focuses on the advanced acting theories of Stanislavski, including sense and emotion memory. Through scene work and monologues, the student explores more complicated characterizations, difficult dramatic genres, and the audition process. May be repeated for credit to a maximum of four times. Prerequisites: THE-224.

THE-335 Scenic Design and Painting **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

The course will explore the art of scenic design and painting. The student will be exposed to the process of drafting, rendering and building three-dimensional models for stage settings. She will also practice the techniques used by scenic artists to paint backdrops and faux finishes for the theatre. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE-114, THE-245.

THE-350 Modern Drama **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of modern theatre from 1875 to the present, this course will look at the development of drama through playwrights and their works. Beginning with Ibsen, Strindberg, Chekhov, and Shaw, the class will explore important twentieth century plays and conclude with contemporary drama. Work will include substantial reading and writing, with viewing and reviewing of performances. Also offered as ENG-350. Prerequisites: ENG-200.

THE-425 Directing **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

Basics of staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Prerequisites: THE-114.

THE-490 Project: Area of Specialization **(1.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A project, selected by the theatre major in consultation with her adviser, which will focus on her area of specialization [performance, production, management, etc.]. Instructor's consent required.

THE-496 Seminar in Musical Theatre **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE-114.

THE-498 Honors Thesis in Theatre
(3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introducrion to theories, methods, and ethics of aesthetic inquiry. In conjunction with a Theatre faculty mentor, the student will formulate and execute an original research project that will culminate in a research paper and/or performance work. A "research Course Information Form" completed by the student and the faculty mentor is required for registration. The research project must meet Honors Program Thesis requirements as well as the expectations of the Theatre faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

THE-499 Research in Theatre **(1.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for juniors and seniors to participate in an original research project with a faculty mentor. The research experience will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: THE-114.

THE-735 Methods of Teaching Theatre **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course provides basic instruction in teaching methods for theatre, using behavioral instructional objectives as the basis for development. Students will develop a philosophy of teaching theatre; organize units and lesson plans; question, criticize, and reformulate assumptions about the nature of their work through reflection on their own teaching methods. Prerequisites: THE-214.

Women's Studies

WST 200 Reading Women's Lives; Introduction to Women's Studies (3.00 cr.)
(Fall, Offered Every Year)

This course begins with our asking the seemingly simple question, What is a woman? and a corollary question, What is feminism? Women's studies scholars and activists in women's issues have made it their work to examine the historical and social constructions of gender from cross-cultural and interdisciplinary perspectives. Throughout the course, you will be invited to think, speak, create, act and write critically about women's ideas and experience. We will work toward understanding how various aspects of women's identities, including age, race, class, and sexual orientation interconnect, and how these differences help women position themselves in relation to various forms of feminism. This course fulfills a cultural perspectives or social and behavioral science elective for general education requirements.

WST 299 Research in Women's Studies (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomore majors and minors or others with permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required. Signature of instructor is required for registration. This course may be repeated for a total of six credits.

WST 300 Contemporary Feminist Theories (3.00 cr.)

(Spring, Course Offered Odd Years)

This course is designed to provide students with a broad overview of the key feminist theoretical debates of the 20th and 21st century. Using some early works to provide a critical and historical foundation, the course will trace the roots of contemporary American feminism and identify recurrent themes in feminist thought and theory. Using a variety of texts and selected readings, this course will encourage students to sharpen their critical skills, understand and appreciate the diversity of approaches taken by feminist theorists, and apply feminists theories/approaches to a number of issues in their chosen disciplines. Prerequisites: WST 200

WST 472 Women's Studies Service Project (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course, recommended for the major in Women's Studies, presents an opportunity for students to contribute knowledge and skills to a project related to social change and focused on women, feminism, or gender. Legislative, community, educational, or non-profit settings provide the context. The service project is developed between student and faculty sponsor with approval of Women's Studies director. The connections between scholarship, social action and ethical responsibility are emphasized. A weekly seminar with other students and\or meeting with the faculty director of the project provides a structured setting in which to analyze these experiences and share works-in-progress. A thorough report is submitted at the end of the semester. Offered each semester. Prerequisites: WST 200

WST 490 Selected Topics in Women's Studies (3.00 cr.)

(Spring, Course Offered Even Years)

Open enrollment course that draws broadly upon historical, contemporary and/or controversial topics in the field of Women's Studies; no prior experience in Women's Studies assumed. Each topic provides students with a place to consider issues, engage in dialogue, and make meaningful connections to their own lives and the larger world. The course offers a variety of formats, foci, and processes that will change with the instructor. This course is offered Spring semester even years. Prerequisites: Context of Culture and Junior Status.

WST 498 Honors Thesis in Women's Studies (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to seniors in the Honors and/or Teaching Fellows Program who, in conjunction with a faculty mentor, will formulate and execute an original and advanced level research project investigating an aspect of women's studies of interest to her. A research proposal form completed by the student and faculty mentor is required. Signature of instructor is required for registration. The maximum credit is three semester hours. Prerequisite: WST 200.

WST 499 Research in Women's Studies (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to junior and senior majors and minors or others with permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required. Signature of instructor is required for registration. This course may be repeated for a total of six credits. Prerequisites: WST 200 and WST 300.

Meredith College History

Historic Statement of Purpose

The purpose of this corporation is to provide for the higher education of women under Christian auspices and within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide operation, and development of a college at Raleigh, North Carolina, under the name of Meredith College. This institution, a liberal arts college, shall emphasize and develop its academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.

History of the College

The rich heritage enjoyed by the Meredith student of today began in 1835, when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the Biblical Recorder, was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was chartered in 1891; students were first accepted in 1899. Ten years later it was named Meredith College, for its founder. Its campus, originally located near the capitol of North Carolina, was moved to its present west Raleigh site in 1926.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December 1971; John Edgar Weems, January 1972-1999; and Maureen Hartford, 1999-present.

College Directory

The Corporation, 2003

Officers

Maureen A. Hartford
President

N. Jean Jackson
Vice President for Student Development (also serves as secretary)

Connie L. Harris
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Rosalind R. Reichard
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Vice President for Business and Finance (also serves as treasurer)

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Elizabeth Beam
Outreach

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Carol Sloan

Lou Tippett

Gary Trawick

Michelle Rich
Ex Oficio

Term Expiration June 30, 2005

Yvette Brown
Chambersburg, PA

Hope Connell
Raleigh

Leo Daughtry
Smithfield

Robert Eaves
Chapel Hill

George Griffin
Havelock

Alex Holmes
Raleigh

Judith LeGrand
Raleigh

Michelle Rich
Raleigh

Lou Tippett
Fayetteville

Term Expiration June 30, 2006

Elizabeth Beam
Raleigh

Anne Dahle
Raleigh

Gigi Giersch
Raleigh

Ann Goodnight
Cary

Jeff Hockaday
Cary

Gene Langley
Raleigh

Earl Pope
Charlotte

Joyce Porter
Elizabeth City

Carol Sloan
Raleigh

Ed Vick
Raleigh

Term Expiration June 30, 2007

Chuck Broms
Cary

Sam Ewell
Wendell

Betty Griffin
Raleigh

Ann Hiott
Winston-Salwm

Phil Kirk
Raleigh

LeRoy Walker
Durham

Ron Withrow
Charlotte

Term Expiration June 30, 2008

Barbara Allen
Raleigh

Jo Ellen Ammons
Raleigh

Nancy Cheek
Chapel Hill

Jane Freeman
Wilmington

Randall Lolley
Raleigh

Carol Milano
Wilton, CT

James Taylor
Cary

Gary Trawick
Burgaw

Carolyn Wiggins
Havelock

Ida Wilson
Clinton

Trustees Emeriti

George V. McCotter
Winston-Salem

Mabel Claire Maddrey
Raleigh

Margaret W. Parker
Winston-Salem

Claude B. Williams, Jr.
Durham

2003-2004 Alumnae Association Board of Directors

Executive Committee

(Date following name indicates year of graduation)

Deborah Dove Smith, '80
President

Suzanne Michele Hage, '90
Vice President for Programs

Evelyn Booth Hughes, '84
Vice President for Development

Dorothy Vaden Ashworth, '73
Vice President for Outreach

Daphne O'Neal-Samuelsson, '97
Secretary

Cindy Ladd Quick, '97
23^+ Representative

Lou Perry Tippett, '62
Trustee Representative

Melissa Barakat Boyd, '95
Young Alumna Representative

Lynn Jones Ennis, '75
Past President

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Raleigh, NC

Annette Bailey, '79
Raleigh, NC

Peggy Beale, '77
Norfolk, VA

Nancy Williams Cheek, '63
Chapel Hill, NC

Susan Creech Fowls, '76
Paradise Valley, AZ

Kelly Rimmer Graeber, '85
Greensboro, NC

Marsha McCutchen Hewitt, '73
Bishopville, SC

Samantha Boone Kilpatrick ,'93
Cary, NC

Carol Lancaster Milano, '79
Wilton, CT

Pamela Mitchell Riley, '73
Durham, NC

Audrey Locke Shearin, '87
Enfield, NC

Martha Stephenson, '72
Boone, NC

FACULTY, 2003-2004

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

Susan Adams, Ph.D. (2002)
Director, 23+ Program

A.B., Washington State University; M.S., Southern Illinois University; Ph.D. Oregon State University

Sidney Adkins, Ed.D. (Spring 2001)
Dean, School of Business

B.S., Appalachian State University; M.Ed., Shippensburg State University; Ed.D., University of Virginia

Alan I. Ammann, D.B.A. (1990)
Associate Professor of Business

B.S., M.B.A., D.B.A., Mississippi State University.

Lyn G. Aubrecht, Ph.D. (1974)
Professor of Psychology

A.A., Thornton Jr. College; B.S., M.S. Illinois State University; Ph.D., Ohio State University.

Rebecca Bailey, Ph.D. (1984)
Dean, School of the Arts
Professor of Art

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Maureen Banker, A.M. (1984)
Associate Professor of Art

A.B., Meredith College; A.M., Graduate School of Fine Arts, Villa Schifanoia, Florence, Italy.

Jane Barnes, Ph.D. (2003)
Assistant Professor of Business

B.S., Ohio University; M.B.A., Cleveland State University; J.D., M.S., Ph.D., Rutgers University.

Astrid Billat, Ph.D. (2003)
Assistant Professor of Foreign Languages and Literatures

A.B., Augustana College; A.M., University of New Mexico; Ph.D., University of Michigan at Ann Arbor.

Cynthia Bishop, Ph.D. (1977)
Professor of Social Work

A.B., M.S.W., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro.

M. Tony Bledsoe, Ed.D. (1981)
Associate Professor of Business

B.S., Atlantic Christian College; A.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

Sarah Boone, A.M. (2000)
Instructor of English

A.B., A.M., University of North Carolina at Chapel Hill

Suzanne Britt, A.M. (1987)
Assistant Professor of English

A.B., Salem College; A.M., Washington University

Carol Brown, M.S. (1983)
Associate Professor of Physical Education

B.S., Colorado State University; M.S., Smith College.

Lori Ann Brown , Ph.D. (1992)
Associate Professor of Sociology

A.B., University of Louisville; A.M., Temple University; Ph.D., Indiana University.

Martha Burpitt, Ph.D. (1991)
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Melinda Campbell, Ph.D. (1992)
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Marie Chamblee, Ph.D. (1977)
Dean, School of Health and Human Sciences
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B.S., North Carolina State University; Ph.D., University of Tennessee.

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Associate Professor of Human Environmental Sciences

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Mitzi Cook, M.S. (2002)
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Francie Cuffney, Ph.D. (1993)
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A.B., A.M., North Carolina Central University; Ph.D., Southern Illinois University

R. John Huber, Ph.D. (1974)
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A.B., Kent State University; A.M., University of Vermont; Ph.D., University of New Hampshire.

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A.B., Meredith College; A.M., University of Georgia.

Jean Jackson, Ph.D. (1983)
Vice President for Student Development
Professor of English

A.B., Meredith College; A.M., Ph.D. University of Illinois.

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A.B., Guilford College; A.M., Ph.D., University of North Carolina at Chapel Hill.

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B.F.A., The School of the Art Institute of Chicago; M.F.A., Rochester Institute of Technology

Sue E. Kearney, A.M. (1966)
Dean of Enrollment Planning and Institutional Research

A.B., Meredith College; A.M., Wake Forest University.

John W. Kincheloe, III, A.M. (1985)
Media Specialist

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Virginia Knight, Ph.D. (1987)
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Music

Mus.B., Meredith College; Mus.M., Ohio State University; D.M.A., University of North Carolina at Greensboro.

Jennifer Thompson, B.S. (2004)
Biology

B.S., Bloomsburg University of Pennsylvania.

Bonnie Torgerson, M.Ed. (1993)
Education

A.B., Webster College; M.Ed. Duke University.

Geetha Wanigasekera, M.S. (2001)
Biology

B.S., University of Colombo; M.S., Wake Forest University.

Joseph Wofford, Ph.D. (2003)
English

A.B., A.M., North Carolina State University; Ph.D., University of North Carolina at Greensboro.

Fred Woodward, M.S. (2001)
Mathematics/Computer Science

A.B., Rhodes College; M.S., North Carolina State University

Robin Wright-Vincent, M.Ed. (2002)
Education

B.S., M.Ed., Meredith College

Nathan Zalman, D.M.A. (2003)
Music

Mus.B., Shenandoah Conservatory; Mus.M., D.M.A., University of Michigan.

Faculty Emeriti 2003–2004

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

Audrey R. Allred, M.Ed. (1970)
Associate Professor of Education

A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

Vergean Birkin, A.M. (1973)
Assistant Professor of Geography

A.B., A.M., University of Colorado.

Martha Bouknight, Ph.D. (1996)
Professor of Mathematics

A.B. University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; Ph.D., North Carolina State University

Clara R. Bunn, Ph.D. (1969)
Professor of Biology

A.B., Meredith College; M.S., Ph.D., North Carolina State University.

Craven Allen Burris, Ph.D. (1969)
Vice President and Dean of the College
Professor of History and Politics

A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; A.M., Ph.D., Duke University.

James L. Clyburn, M.S. (1958)
Professor of Music

A.B., Elon College; M.S., Julliard School of Music

Bernard Cochran, Ph.D. (1960)
Professor of Religion

A.B. Stetson University; B.D., Th.M., Southeastern Baptist Theological Seminary; Ph.D., Duke University

Jacques Comeaux, Ph.D. (1983)
Associate Professor of Foreign Languages

A.B., Southwestern University; A.M., University of Iowa; A.M., University of Salamanca; Ph.D. Florida State University.

James C. Crew, Ph.D. (1990)
Professor of Business

B.S., M.Econ., Ph.D., North Carolina State University.

Roger H. Crook, Ph.D. (1949)
Professor of Religion

A.B., Wake Forest University; Th.M., Ph.D., Southern Baptist Theological Seminary; postdoctoral research, Duke University, Union Theological Seminary, University of North Carolina at Chapel Hill.

Anne Dahle, M.Ed. (1972)
Director of Re-entry Program

A.B., Meredith College; M.Ed., North Carolina State University.

James H. Eads, Jr., M.S. (1958)
Assistant Professor of Biology

A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama, North Carolina State University.

Lois Frazier, Ed.D. (1954)
Professor of Business

B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.

Janet Freeman, M.L.S. (1984)
Dean, Library Information Services

A.B., University of North Carolina at Greensboro; M.L.S., George Peabody College

Phyllis W. Garriss, Mus.M. (1951)
Professor of Music

A.B., Mus.B., Hastings College; Mus.M., Eastman School of Music, the University of Rochester.

Alice Goode, Mus.B. (1974)
Instructor of Voice

Mus.B., Texas Tech University.

Bluma Greenberg, A.M. (1976)
Assistant Professor of Art

A.B.., Duke University; A.M., University of North Carolina at Chapel Hill.

Frank L. Grubbs, Ph.D. (1963)
Professor of History

A.B., Lynchburg College; A.M., Ph.D., University of Virginia; post-doctoral research, University of North Carolina at Chapel Hill.

Jo Guglielmi, Ph.D. (1987)
Associate Professor of Mathematics

A.B., Duke University; M.S., Ph.D., North Carolina State University

Isabelle Haeseler, M.S.M. (1956)
Assistant Professor of Music

B.S., Lebanon Valley College; M.S.M., Union Theological Seminary; graduate study,Colorado Seminary, University of North Carolina at Chapel Hill.

Lee Heathcoat, Ed.D. (1989)
Associate Professor of Education

B.S., Southwestern State University; M.Ed., Ed.D., North Carolina State University

John Hiott, M.Div (1968)
Director of Scholarships and Financial Assistance

A.B., Baylor University; M.Div., New Orleans Baptist Theological Seminary.

Ellen M. Ironside, Ph.D. (1983)
Dean of Continuing Education

A.B., Wells College; A.M., Teachers College, Columbia University; Ph.D., University of North Carolina at Chapel Hill.

Mary Bland Josey, M.Ed. (1953)
Director of Admissions

A.B., Meredith College; M.Ed., North Carolina State University; additional study, University of Reading, England.

Marie Capel King, M.Ed. (1971)
Director of Career Services

A.B., George Washington University; M.Ed., North Carolina State University.

Ione Kemp Knight, Ph.D. (1956)
Professor of English

A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill; post-doctoral research, British Museum, Oxford University, University of London.

Vivian Kraines, Ph.D. (1979)
Professor of Mathematics

A.B., Ph.D., University of California

Ann W. Kurtz, Ph.D. (1979)
Professor of Foreign Languages

A.B., Wellesley College; A.M., Ph.D., University of Maryland.

William Ledford, Ph.D. (1957)
Professor of Foreign Languges

A.B., Berea College; A.M., State University of Iowa; Ph.D., University of North Carolina at Chapel Hill; graduate study, Middlebury College, Universidad de los Andes, South America.

Margaret C. Martin, A.M. (1953, 1964)
Director of Alumnae Affairs

A.B., Meredith College; A.M., Columbia University.

Marie Mason, Ph.D. (1969)
Professor of Psychology

A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

Jay D. Massey, A.M. (1957)
Professor of Health and Physical Education

B.S., University of North Carolina at Greensboro; A.M., New York University.

Murphy Osborne, Ed.D. (1988)
Vice President for Institutional Advancement

B.S., High Point College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of Tenessee

Cleo G. Perry, A.B. (1975)
Director of Alumnae Affairs

A.B., Meredith College.

Dorothy K. Preston, Ph.D. (1961)
Professor of Mathematics

A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; Ph.D., North Carolina State University.

Carolyn C. Robinson, A.B. (1958)
College Editor and Director of Publications

A.B., Meredith College.

Dorothy J. Sizemore, A.M. (1980)
Dean of Students

A.B., William Jewell College; A.M., Georgetown College.

Donald Spanton, Ph.D. (1983)
Professor of Business

B.S., Rensselaer Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

LaRose F. Spooner, Ed.D. (1967)
Vice President for Marketing

A.B., Tift College; M.A.T., Duke University; Ed.D., North Carolina State University

Marilyn M. Stuber, Ed.D. (1965)
Professor of Human Environmental Sciences

B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

Eugene Sumner, D.S.W. (1973)
Professor of Social Work

A.A., Mt. Olive College; A.B. Atlantic Christian College; M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Utah.

Leslie W. Syron, Ph.D. (1945)
Professor of Sociology

A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; postdoctoral study, London School of Economics and Political Science.

Louise Taylor, Ph.D. (19978)
Professor of English

A.B., Swarthmore College; M.A.T., Duke University; A.M., Ph.D., Florida State University.

Olive D. Taylor, M.Ed. (1970)
Assistant Professor of Mathematics

B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University, North Carolina State University; Appalachian State University.

Charles R. Tucker, Ph.D. (1966)
Professor of Sociology

A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

John E. Weems, Ed.D. (1972)
President
B.S., A.M., Ed.D., George Peabody College

Burgunde Winz, Ph.D. (1978)
Professor of Foreign Languages

A.B., A.M., ADI-Germersheim, West Germany; Ph.D., University of North Carolina at Chapel Hill

Inge Witt, A.B. (1976)
Adjunct Instructor of Music

A.B., Hons., London University; Elementary Certificate, Jacques-Dalcroze Institute through Carnegie-Mellon University.

Betty Jean Yeager, A.B. (1948)
Faculty Secretary

A.B., Meredith College.

Administration

(The date in parentheses indicates the year in which the administrator joined the Meredith organization.)

Office of the President

Maureen A. Hartford, Ed.D. (1999)
President

Jeannie Morelock, M.B.A. (1988)
Assistant to the President for Communications

Catheryne P. Allen, (1998)
Assistant to the President and Secretary to the Board of Trustees

Carol A. Gramer, B.S. (2000)
Assistant to the President

Research, Planning and Assessment

Sue E. Kearney, A.M. (1966)
Assistant to the President for Planning and Dean of Institutional Effectiveness

Lori Wade Miller, B.S. (2003)
Research Assistant

Michael Alan Feldstein, Ed.D. (2003)
Assistant Dean of Institutional Effectiveness

Stephanie Bardorff, M.B.A. (2003)
Research/Administrative Assistant

Marketing and Communications

Kristi Eaves-McLennan, B.A. (2000)
Director of Marketing and Communications

Kim M. Marcom, B.S. (2002)
Manager of Graphic Design

Betty Crenshaw, B.A. (1999)
Graphic Designer

Vacant
Assistant Director of Marketing

Melyssa Allen, B.A. (2001)
Projects Writer

David Timberlake, B.A. (2001)
Web Designer

Vacant
Web Editor

Kaye Rains, B.A. (2001)
Office Manager

Academic Affairs

Office of the Senior Vice President and the Vice President for Academic Affairs

Rosalind R. Reichard, Ph.D. (2000)
Senior Vice President and Vice President for Academic Affairs

Anne E. Pickard, A.A. (1974)
Senior Administrative Assistant

Office for Special Academic Programs

Alyson Colwell-Waber, M.F.A. (1984)
Dean for Special Academic Programs

Amy Kinney, B.A. (1998)
Administrative Assistant

Departmental Assistants

Nancy Borntrager (1997)
Heather Crenshaw (2003)
Diana Davis (2003)
Katie Drescher, B.S. (2002)
Helen Falwell (2001)
Bonnie Furman, B.A. (2002)
Sandra Katsahnias, M.Ed. (2002)
Christie Lee (1991)
Barbara McKay (1997)
Julie Novak, M.S. (2002)
Rachel Palmer (2003)
Diane Parker, A.A. (2001)
Joannie Robinson (2003)
Jeannette Rogers (1998)
Alyce Turner, A.B. (1993)

Office of the Registrar

Jody Hamilton-Davis, A.M. (2003)
Registrar

Karen West, M.B.A., (1994)
Associate Registrar

Sue Greiner, M.T.S. (1999)
Assistant Registrar

Linda Wann, B.A. (1999)
Records Manager

Sharon Galecki, A.A.S. (1990)
Records Specialist

Debra Fairbrother, A.S. (2001)
Records Specialist

Library

Laura Davidson, M.S.L.S. (2002)
Dean of Library Information Services

Dianne Andrews B.A. (1995)
Interlibrary Loan Supervisor/Circulation Assistant

Cheryl Benze, M.M.E. (2001)
Music Library Supervisor

Monica Borden, B. M. (2002)
Cataloging Assistant

Melanie Fitzgerald, B.S. (2000)
Cable Administrator

Martha Fonville, A.A. (2002)
Technical Services Assistant

Donna Garner, B.S. (1990)
Circulation Supervisor

Susan Humphrey, B.A. (2002)
Circulation Assistant

John W. Kincheloe III, M.A. (1985)
Media Specialist

Richard McBane, Jr., B.S.E.E. (1986)
Media Services Assistant

Carrie Nichols, M.L.S. (1995)
Catalog Librarian

Jean Rick M.A., M.S.L.S. (1994)
Reference Librarian

Geraldine Sargent (1978)
Administrative Assistant

Marcia Schroer (2001)
Circulation Assistant

Judith Schuster, M.S.L.S. (2000)
Reference Librarian

Margaret Sexton (1975)
Technical Services Assistant

Susan Squires, M.S., M.S.L.S. (1988)
Head Reference Librarian

Edward M. Waller, M.A., M.S.L.S. (1986)
Head of Technical Services

Joy Raintree (2002)
Circulation Assistant

Mary Paul Thomas (1999)
Technical Services Assistant

23+ Program

Susan E. Adams, Ph.D. (2002)
Director

LeNelle Patrick, M.Ed. (1999)
Associate Director

Donna Pilkington, B.S. (2000)
Program Assistant

Graduate and Professional Studies

Claire McCullough, Ph.D. (2002)
Assistant Vice President for Graduate and Professional Studies

Karen Sampson, B.S. (1996)
Assistant

Graduate Studies

Deborah Horvitz, M.S.Ed. (2001)
Director

Lara Kinas, B.S. (2001)
Assistant Director

Laura McClain, B.S. (2000)
Research and Operations Manager

Paralegal Program

Marisa Campbell, J.D. (2000)
Director

May Galli (1999)
Assistant

Community Outreach

Paula O'Briant, B.S. (1994)
Director

Anne Henderson, A.B. (1995)
Assistant

School of the Arts

Rebecca Bailey, Ph.D. (1984)
Dean

School of Business

Sidney Adkins, Ph.D. (2001)
Dean

Page Midyette, M.B.A. (2001)
M.B.A. Coordinator

Joannie Robinson, (2003)
Administrative Assistant

School of Education

Linda R. Hubbard, Ph.D. (2002)
Dean

Iesha Cleveland, B.A. (2000)
Coordinator of Non-Degree Advising

Sharon Jones, B.S. (2001)
Administrative Assistant

School of Health and Human Sciences

Marie Chamblee, Ph.D. (1977)
Dean

School of Humanities and Social Science

W.Garrett Walton, Jr., Ph.D. (1986)
Dean

School of Natural and Mathematical Sciences

Virginia Knight, Ph.D. (1987)
Dean

Faculty Development

Elizabeth Wolfinger, Ph.D. (1992)
Director

Honors Program

Cynthia Edwards, Ph.D.
Director

International Studies

Betty Webb, Ph.D. (1974)
Director

Sara Milani, A.B. (2002)
Assistant Director

Tracy Knight (2002)
Program Assistant

Teaching Fellows Program

Allynna Stone, A.M. (2003)
Director

Undergraduate Research

Rhonda Zingraff, Ph.D. (1979)
Director

Cooperating Raleigh Colleges

Rosalie P. Gates, Ph.D. (1981)
Director

Student Development

Office of the Vice President for Student Development

Jean Jackson, Ph.D. (1983)
Vice President

Daniel J. Green, D.M.A. (2002)
Associate Vice President for Enrollment

Mary Ann Beam, A.A. (1988)
Assistant to the Division

Yvonne Zaragoza A.A. (2001)
Project Assistant

Office of Academic Advising

Amy Hitlin, M.Ed. (2001)
Director

Dawn Davis, M. Ed. (2003)
Assistant Director

Marie Smith (2001)
Office Assistant

Admissions

Carol R. Kercheval, M.Ed. (1994)
Director of Admissions

Heidi L. Fletcher, M.A. (1999)
Associate Director of Admissions

Diane Garrett, B.S. (2004)
Associate Director of Admissions

Cricket McCoy, B.A. (2000)
Assistant Director of Admissions

Mary E. Mills, B.S. (2003)
Assistant Director of Admissions

Robyn McChesney, B.M. (2003)
Data Systems Analyst

Patricia E. Abrams, (1999)
Recruitment Programs Assistant

Meredith Bynum, B.S. (2002)
Admissions Counselor

Marlena Everett, B.S. (2003)
Admissions Counselor

Amy Hayes (2004)
Processing Assistant

Sylvia Horton, A.A.S. (2001)
Processing Assistant

Beth M. Jarvis, B.S. (2003)
Admissions Counselor

Melanie Maple, B.A. (2002)
Admissions Counselor, 23+/Transfer Program

Denise Moore (2002)
Office Manager

Ann Troutman, B.A. (2001)
Programs Coordinator/Scheduler

Anna Williams, B.A. (2002)
Admissions Counselor

Office of the Campus Minister

Samuel Carothers, M.Div. (1982)
Campus Minister

Lynne Wheatley, M.L.S. (2000)
Coordinator of Volunteer Services

Penny Ulmer (1993)
Office Manager

Career Center

Marie B. Sumerel, Ph.D. (2002)
Director

Dana Sumner, M.A. (2000)
Assistant Director for Career Development

Mary Ellen Philen, B.A. (1985)
Office Manager

Ann B. Phillips (1989)
Administrative Secretary

Counseling Center

Beth Meier, M.A. (1993)
Director

Lynn Kohn, M.S.W. (1999)
Assistant Director

TBA
Assistant Director

Betty-Shannon Prevatt (2002)
Disability Counselor

Angela Frederick (2003)
Office Manager

Office of the Dean of Students

Ann Gleason, M.Ed. (1997)
Dean

Charletta Sims, M.Ed. (2001)
Director for Commuter Life and Special Services

Christina Nuttle Bumgardner, M.Ed. (1994)
Co-Director of First Year Experience

Carolyn Koning, M.ED. (1999)
Co-Director of First Year Experience

Heidi LeCount, M.S. (2000)
Director of Residence Life

Kelley West, B.A. (2004)
Residence Director

Crystal Moore, B.S. (2001)
Residence Director

Stacie Williamson (2001)
Residence Director

Heather Wilson, B.A. (2002)
Residence Director

Melody Lane (2000)
Secretary

Suzanne Slawinski, B.S. (1998)
Office Manager

Financial Assistance

Patti Corjay, M.B.A. (2004)
Director

Carol J. Sanderson (1990)
Associate Director

Betty G. Harper, B.S. (1994)
Associate Director

Gini V. Stelle (1995)
Information Specialist

Belinda Styron, B.S. (1998)
Information Specialist

Sharlene Shuman (2000)
Information Specialist

Health Services

Ruth Pearce, R.N.-C (1980)
Director

Anne Smithson, M.D. (1995)
Physician

Melinda McLain, R.N.-C (1991)
Nurse

Loretta Pearson, R.N. (1992)
Nurse

Student Activities and Leadership Development

Cheryl S. Jenkins, M.Ed. (1991)
Director

Nikki Curliss, M.Ed. (2000)
Assistant Director

Kelly Conkling Scott, M.Ed. (2000)
Assistant Director

Kathy Owen, A.B. (1999)
Office Manager

Business and Finance

Office of the Vice President for Business and Finance

William F. Wade, Jr., B.S., C.P.A. (1986)
Vice President for Business and Finance

Dee Perry (1996)
Administrative Assistant

Business and Finance Services

Lori Duke, B.S. (1999)
Controller

Susan Williams (2001)
Student Financial Services Supervisor

Janice Turner (1998)
Accounts Services Supervisor

Antoinette Cowan B.A. (2000)
Accounts Payable Clerk

Belinda Nicholson (2000)
Accounts Receivable/Billing Coordinator

Lavita Pickett (1999)
Accounts Receivable Processing Specialist

Campus Events

Martha Harrell (1979)
Events Coordinator

Rebecca Benson (2003)
Events Coordinator Assistant

Campus Police

Frank Strickland (1997)
Chief of Police

Carolyn Creech (2000)
Parking Director

Jerry Dayberry (2001)
CamCard Officer

Officers

Don Appleford (1989)
Kyle Caulder (2004)
Melinda Fuller (2002)
Greg Gain (2001)
Lisa Geist (1999)
Wendy Honeycutt (2001)
Robert Luedtke (1999)
Marshall Matthews (1999)
Holly Murphy (1998)
Bruce Newman (1999)
William Sadler (2004)
Debbie Schramm (2002)
Tracey Stephenson (2001)
Jean Trevathan (1994)
Kathy Weinel (2002
Eddie Wheeler (1999)

College Store

Mary Ann Reese, B.S. (1984)
Manager

Marguriete Nelson (2000)
Accounting Clerk

Karen Oden, B.S. (2000)
Textbook Manager

Nola Stanley (2003)
GM Clerk

Copy Center

Kevin Walker (2001)
Manager

Catherine Atwater (1998)
Copy Center Assistant

Facilities Services

Thomas Sherry, B.A. (2001)
Director of Operations

Harry Cadman, A.A.S. (1996)
Assistant Director of Projects and Grounds

Patty Blackwell, B.A., M.S. (1996)
CMMS Clerk

John Wilson, B.A. (1997)
Purchasing/Inventory Manager

Chelsea Beers (2003)
Office/Stockroom Assistant

Maintenance

Ron Johnson (2003)
Maintenance Manager

Joe Brown (1988)
Maintenance Supervisor

Ron Alston (2003)
Daniel Averette (2003)
Juan Avila (2002)
James Brown (2002)
Joey Brown (2003)
Tom Edmondson (1977)
Carter Grant (2003)
Rick Hagen (1998)
David Hamlet (2003)
Donald Jones (2001)
James Jones (1981)
Donnie Knowlton (2002)
David Mihans (2003)
Glenn Miller (2000)
Keith Poole (1995)

Grounds

Aaron Schettler, B.S. (2002)
Grounds Manager

Galdina Avila-Vega (1987)
Grounds Supervisor

Juan Avila (2003)
Roberto Avila (1992)
Victor Avila (2003)
Yoni Avila (2001)
Justin Beers (2003)
Darnell Smith (1981)
Tony Womack (2001)

Housekeeping

Steve Plocki (2003)
Housekeeping Manager

William Cooper (1986)
Housekeeping Supervisor

Kris Householder (2003)
Housekeeping Supervisor

Barbara Robinson (1984)
Housekeeping Assistant Supervisor

Christopher Bunch (1995)
Housekeeping Floor Tech Lead

Douglas Fulton (1994)
Housekeeping Floor Tech Lead

Amy McConnell (2003)
Housekeeping House Manager, Massey House

Gail Benton (2001)
Day Facilitator

Lucia Castaneda (2002)
Travis Chavis (2003)
Marilyn Flemons (1993)
Edna Gregory (1989)
Bertha Hamlett (2002)
Anthony Hockaday (2001)
Malcom Howard (1998)
Willie Howard (1982)
Madegelene Montegue (2002)
Wilbert Myatt (2001)
Duc Nguyen (1994)
Emma Pittman (1993)
Louise Silver (2001)
Clara Smith (1980)
Silvia Tovar (2003)
Mary Ann Tuck (1997)
Rebecca Whitaker (1997)
Gary Wilson (2001)
Gary Wooten (2003)

Food Services (ARAMARK)

Thad O'Briant, B.A. (1990)
Manager

Human Resources

Pamela L. Davis, M.B.A. (2004)
Director

Kay Miller (1992)
Payroll Coordinator

Maripat Plocki (1998)
Personnel Coordinator

Post Office

Alysia Braswell (1990)
Postal Supervisor

Pat Kritzer (2002)
Information Services Assistant

Willie King (1956)
Postal Carrier

Technology Services

Mickey Brandstadter, Ph.D. (2002)
Chief Information Officer

Douglas Alm, B.S. (1995)
Network Systems Supervisor

Ron Anderson (2001)
Desktop Support Specialist

Tim Bartlett (1996)
Desktop Services Lead

Donda Blake (2002)
Technology Services Assistant

Sorng Buntoum (2000)
Desktop Support Specialist

Tom Butler, B.S., ED. (2002)
Academic Technology Specialist

Ashley Clos, B.S. (2001)
Help Desk Analyst

Jason Emanuel (2001)
Help Desk Analyst

Naser Fayed (2002)
Systems Engineer

Wendy Gem, B.S. (2001)
Academic Technology Specialist

Bill George, B.A. (1999)
Database Programmer

Angela Gouge (1988)
Database Administrator

Frank Hall (2002)
Data Communications Specialist

Susan Hwang (2001)
Administrative Computing Specialist

Melonie Ivey (2002)
Academic Technology Specialist

Virginia Kemp, A.A. (1982)
Telecommunications Specialist

Karen Postma, B.S. (2000)
Project Manager

Mary Reed (1996)
Network Specialist

Andy Richards, B.S. (2000)
Academic Technology Specialist

Jason Sarner (2003)
Help Desk Analyst

Diane Sherman (2001)
Web Programmer

Information

Patty Birch (2001)
Switchboard Operator

Institutional Advancement

Office of the Vice President for Institutional Advancement

Connie L. Harris, B.S. (2002)
Vice President

Ellie Vali, M.L.S. (2003)
Administrative Assistant

Marilyn Jones, B.S. (1999)
Research Coordinator

Pamela Mullins (2004)
Gift Records Coordinator

Douglas Camp, B.A., M.S., MBA (2002)
Director of Development Systems

Alumnae & Parent Relations

TBA
Director of Alumnae & Parent Relations

Hilary Allen, B.A. (2002)
Assistant Director

Linda Jasper (2004)
Assistant

Corporate & Foundation Relations

Cindy Godwin, B.S. (2001)
Director

TBA
Assistant

Development

Catherine Maxwell, B.A., B.S. (2001)
Director

Pat Duggins (2001)
Assistant

Major Gifts

Billie Jo Cockman, B.A. (2000)
Associate Director

Pat Duggins (2001)
Assistant

Meredith Fund

Adrienne Cole, B.A., MPA (2001)
Director

Jane Mitchell, B.A. (2002)
Assistant Director

Planned Giving

Harold West, Jr., B.A. (1991)
Director

Facilities

Johnson Hall, named in memory of Livingston Johnson, is the main administration building and anchors the original campus quadrangle of six buildings. Built in 1925, it was occupied in early 1926 when the campus moved from downtown Raleigh to its present West Raleigh location.

Seven residence halls are located on the campus. **Vann, Stringfield, Brewer, Faircloth, Poteat, Heilman**, and **Barefoot** Residence Halls house 140-170 students each. Most of the accommodations in these three- or four-story air-conditioned buildings follow the suite arrangement of two rooms and a bath for four students, two students occupying a room. Telephones are available on each floor, and students may have phone service in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, vending machines and laundry facilities are conveniently located in the residence halls. All residence halls are equipped to support the campus wireless computer network.

The residence halls are named for Richard Tilman Vann, Oliver Larkin Stringfield, Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; Culbreth C. and Kilry Barefoot, and their family. Vann, Stringfield, Brewer and Faircloth residence halls were built in 1925 and are also a part of the original quadrangle of buildings.

Completing the original quadrangle is **Belk Dining Hall**. Built in 1925, it was dedicated in 1970 in honor of Carol Grotnes Belk and is accessible to five of the residence halls by covered breezeways. The renovated lower level houses the Wainwright Conference Suite, a group of rooms for meetings and dining.

Fannie E.S. Heck Memorial Fountain was erected in 1928 by the North Carolina Woman's Missionary Union, auxiliary to the Baptist State Convention, in honor of the first president of the organization. It is located in the center of the original campus courtyard.

Jones Hall, named in honor of Wesley Norwood Jones and Sallie Bailey Jones, houses a 630-seat auditorium/theater with balcony seating, a studio theater, and a learning center. Jones Hall was first used in 1949.

Cooper Organ, Meredith's first concert organ, was installed in 1970 in the auditorium of Jones Hall. Named in honor of the late Harry E. Cooper, head of the department of music for more than 30 years, the Austin organ is a three-manual, 35-rank concert instrument with classic voicing.

Harriet Mardre Wainwright Music Building is adjacent to Jones Hall and overlooks the lake. Named in honor of Mrs. Irving H. Wainwright and dedicated in 1977, the music and fine arts building houses a music library, faculty lounge and offices, classrooms, practice rooms, and teaching studios. Also included in the building is the 175-seat Clara Carswell Concert Hall, named in honor of Mrs. Guy T. Carswell.

Shaw Fountain is at the front center campus near the entrance to Johnson Hall. This illuminated fountain is named in honor of Henry M. and Blanche M. Shaw and was dedicated in 1974.

Elva Bryan McIver Amphitheater, with a seating capacity of 1,200, was completed in 1964. Located in a beautifully landscaped oak grove on the south front campus, the amphitheater overlooks a four and one-half-acre lake. The large stage area is complete with lighting and sound possibilities, making the theater ideally suited for outdoor performances and college and community programs. Named for Elva Bryan McIver, the amphitheater was made possible by a bequest from this friend of Meredith. Traditionally the spring commencement exercises, and many other campus and community events, are held in the Amphitheater.

Jones Chapel, completed in 1982, is a visible symbol of Meredith's commitment to Christian education. It is named in honor of Seby B. Jones, former chairman of the Board of Trustees, and Christina Jones. In addition to the 400-seat sanctuary, the chapel contains a common room, a meditation room, a library, a bride's room, a kitchen, and offices for the campus minister and visiting speakers.

Estelle Johnson Salisbury Organ, installed in Jones Chapel in memory of a member of Meredith's first graduating class of 1902, is an encased mechanical action instrument of 20 stops and 27 ranks. The two-manual and pedal Andover organ was constructed in 1983.

Mae Grimmer Alumnae House includes offices of the Alumnae Association and the Meredith Fund. It also contains the Mabel Claire Hoggard Maddrey Parlor, a reception room for meetings and social events. The house is named in honor of Mae Grimmer, who was for 36 years executive secretary of the Alumnae Association.

Cate Center contains the 240-seat Kresge Auditorium, student activities offices, the college store, The **Bee Hive Cafe**, student government and publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974 and extensively renovated in 1996.

Park Center, completed in 1996, is connected to the Cate Center. The first floor houses offices for the John E. Weems Graduate School, the Paralegal, the 23$^+$, and the Executive and Professional Programs. The second floor houses various student development offices including the Dean of Students, Residence Life, and Commuter Life. It is named in honor of Roy and Dorothy Park.

Named in honor of Marquerite Noel, the **Noel House** was originally used for student housing. In 1998, it was renovated to house the Office of Technology Services.

Shearon Harris Building, constructed in 1982, houses the School of Business and will soon house the Department of Communications. the Department of Mathematics and Computer Science. In addition to classrooms, seminar rooms, and faculty offices, the building contains conference rooms. It is named in honor of the late Shearon Harris, who served as a trustee for more than a decade and as Board of Trustees chairman for several terms.

Gaddy-Hamrick Art Center is designed for women in art. Dedicated in 1987, it houses the Frankie G. Weems Art Gallery, an art history theater, photography darkrooms, and studios for drawing, painting, graphic design, ceramics, printmaking, and art education. The center is named in honor of the late Claude F. Gaddy, former Meredith trustee, and F.B. Hamrick, business manager of the College, 1929-43.

Ledford Hall, named for Hebert F. Ledford, benefactor and former chairman of the Board of Trustees, was completed in 1993. It houses the School of Education, and the Departments of Psychology, and Sociology and Social Work.

Joyner Hall is a classroom building for most courses in English, foreign languages, history and politics, and religion and philosophy. It also contains offices for faculty, a foreign languages lab, seminar rooms, a lounge, and a kitchen. The building was named for James Yadkin Joyner, who served as a trustee for 55 years.

Carlyle Campbell Library is named in honor of Meredith's fourth president, who served the College from 1939 to 1966. Carlyle Campbell Library is designed to integrate print, electronic, and audiovisual resources with an extensive program of research and technical support. The building is equipped with study tables and carrels, open stacks, video viewing stations, the LINC center computer lab, projection room, and group study rooms. An extensive collection of recordings and scores are housed in the music library branch in the Wainwright Music Building. Meredith College students have borrowing privileges at the other Cooperating Raleigh Colleges (North Carolina State University, Peace College, Shaw University, St. Augustine's College, St. Mary's School).

Hunter Hall, named for Joseph Rufus Hunter, provides classrooms and laboratories for human environmental sciences. Renovations to this building will begin in Summer 2003. Once renovations are completed, Hunter Hall will also house the Department of Foreign Languages (including the foreign languages lab) and offices for Faculty Developement.

Opened in January, 2003 The new **Science and Mathematics Building** contains over 80,000 square feet of classrooms, state of the art computer and science laboratories, and faculty offices for the Departments of Chemistry and Geosciences, Biology and Health Sciences, and Mathematics and Computer Science. The building also contains a telescope teaching/ observation platform, an interior courtyard with outdoor teaching spaces, and a glass atrium entrance.

Carroll Health Center was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. It houses the Health Center and the Counseling Center.

Ellen Brewer House was originally used for the resource management practicum in the Home Economics Department. It now contains an infant/toddler lab home operated by the Child Development program within the Department of Human Environmental Sciences. It was named in honor of Ellen Dozier Brewer, member of the home economics faculty for 57 years.

Weatherspoon Physical Education-Dance Building, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, a swimming pool, Margaret Weatherpsoon Parker Fitness Center and offices for the Department of Health, Physical Education, and Dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon. In close proximity are tennis courts, a golf putting green, a softball field, and a soccer field.

Massey House is the on-campus residence of the president. The house is named in honor of Dr. Luther M. Massey and Vivian Dawson Massey in appreciation of their service to Meredith.

Lemmon House is available as a guest residence for visiting professors and certain official college guests. Named for former History Professor Dr. Sarah Lemmon, it is located across from the back gate of the College off Faircloth Street.

The Fow Garden, as well as the Margaret Craig Martin, Cleo G. Perry, and Frankie G. Weems Gardens; the Elva Wall Davis Gate at Faircloth Street, and the Meredith Lake are areas that add beauty and interest to the campus.

Visitor Parking

Visitor Parking areas are located throughout the campus including the parking lot adjacent to the chapel, along the front drive, in front of the Alumnae House, behind Belk Dining Hall and adjacent to Wainwright Music Building. Campus maps are available at the security station along the front campus drive, from campus security, or in the Office of Admissions.

Location

Located in central North Carolina, Raleigh, the home of Meredith College, is a growing capital city of approximately 261,000 people. It is the center of the Research Triangle, an area comprising Raleigh, Durham, and Chapel Hill.

The Meredith campus is on the western outskirts of the city, and the 225 rolling acres are unspoiled by commercial or residential development. Easy access is provided by Wade Avenue — an I-40 connector — and by U.S. 1. The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the west by U.S. 1 and I-440, and on the south by Hillsborough Street, which leads to Meredith's main entrance. Appropriate highway markings guide the visitor to the College. Raleigh-Durham International Airport, served by the major airlines, is only eight miles from the campus.

Raleigh is also the home of North Carolina State University. Chapel Hill and Durham, sites of the University of North Carolina and Duke, are 25 and 17 miles away, respectively. Wake Forest University, another major university, is located in Winston-Salem, a two-hour drive from Raleigh.

The city is centrally located so that the majestic mountain ranges of western North Carolina and the long stretch of beaches along the Atlantic Ocean are only two to four hours away. For several years, students have organized vacation groups to take advantage of skiing opportunities in the mountains while others enjoy swimming and sailing along the coast.

Meredith College Calendar for 2004-2005

Fall Semester 2004

Arrival of New Students	Sat. Aug. 14
Registration	Mon. Aug. 16-17
Classes begin	Wed. Aug. 18
Last day to drop a course without paying	Tue. Aug. 24
Last day to add a course	Tue. Aug. 24
Labor Day Holiday-No classes held	Mon. Sept. 06
Last day to make a grading change	Wed. Sept. 15
Mid-Term	Wed. Oct. 06
Progress Reports due at 12:00 Noon	Wed. Oct. 06
Autumn recess begins after the last class	Wed. Oct. 06
Classes resume at 8:00 a.m.	Mon. Oct. 11
Last Day to withdraw from a class	Tue. Oct. 26
Thanksgiving recess begins after the last class	Tue. Nov. 23
Classes resume at 8:00 a.m.	Mon. Nov. 29
Last day of classes	Wed. Dec. 01
Reading day; music juries	Thus. Dec. 02
Final Examination	Fri. Dec. 03–Sat. Dec. 11
Commencement	Sat. Dec. 11

Spring Semester 2005

Registration	Tue. Jan. 11
Classes begin	Wed. Jan. 12
Holiday-Martin Luther King Day	Mon. Jan. 17
Last day to drop a course without paying	Wed. Jan. 19
Last day to add a course	Wed. Jan. 19
Last day to make a grading change	Wed. Feb. 09
Mid-Term	Wed. Mat. 02
Progress Reports due at 12:00 Noon	Fri. Mat. 04
Spring recess begins at 5:00 p.m.	Fri. Mar. 04
All Offices Closed for Spring Break	Mon. Mar. 07
Classes resume at 8:00 a.m.	Mon. Mar. 14
Easter recess begins after the last class	Thu. Mar. 24
Last Day to withdraw from a class	Thu. Mar. 24
Classes resume at 8:00 a.m.	Tue. Mar. 29
Celebrating Student Achievement	Thu. April 28
Last Day of Class Classes today follow the regular Thursday schedule	Tue. May 03
Reading day; music juries	Wed. May 04
Final Examinations	Thu. May 5–Fri. May 13
Commencement	Sun. May 15

Summer 2005

Classes will not meet on Monday May 30 and Monday July 4

First six-week evening session	May 16–June 23
Second six-week evening session	June 27–August 4
First three-week session	May 23–Sat June 11
Second three-week session	June 13–July 1
Third three-week session	Tue July 5–Sat July 23
First six-week day session	May 23–Sat July 2
Second six-week day session	June 13–Sat July 23

Opening day of class for 2005-2006 Academic Year:	Wed. Aug. 17

This calendar is subject to periodic review and change. Such changes will be distributed to the Meredith community and will be available in the registrar's office.

Meredith College Calendar for 2005-2006

Fall Semester 2005

Arrival of New students	Sat. Aug. 13
Registration	Mon. Aug. 15
Freshman Register	Tue. Aug. 16
Classes begin	Wed. Aug. 17
Last day to drop a course without paying	Tue. Aug. 23
Last day to add a course	Tue. Aug. 23
Labor Day Holiday—No classes held	Mon. Sept. 05
Last day to make a grading change	Wed. Sept. 14
Mid-Term	Tue. Oct. 04
Progress Reports due at 12:00 Noon	Wed. Oct. 05
Autumn recess begins after the last class	Wed. Oct. 05
Classes resume at 8:00 a.m.	Mon. Oct. 10
Last Day to withdraw from a class	Tue. Oct. 25
Thanksgiving recess begins after the last class	Tue. Nov. 22
Classes resume at 8:00 a.m.	Mon. Nov. 28
Last day of classes	Wed. Nov. 30
Reading day; music juries	Thu. Dec. 01
Final Examinations	Fri. Dec. 02-Sat. Dec. 10
Commencement	Sat. Dec. 10

Spring Semester 2006

Registration	Tue. Jan. 10
Classes begin	Wed. Jan. 11
Holiday-Martin Luther King Day	Mon. Jan. 16
Last day to drop a course without paying	Wed. Jan. 18
Last day to add a course	Wed. Jan. 18
Last day to make a grading change	Wed. Feb. 08
Mid-Term	Wed. Mar. 01
Spring recess begins at 5:00 p.m.	Fri. Mar. 03
Progress Reports due at 12:00 Noon	Fri. Mar. 03
All Offices Closed for Spring Break	Mon. Mar. 06
Classes resume at 8:00 a.m.	Mon. Mar. 13
Last Day to withdraw from a class	Fri. Mar. 24
Easter recess begins after the last class	Thu. Apr. 13
Classes resume at 8:00 a.m.	Tue. Apr. 18
Celebrating Student Achievement	Thu. Apr. 27
Last Day of Class Classes today follow the regular Thursday schedule	Tue. May 02
Reading day; music juries	Wed. May 03
Final Examinations	Thu. May 4–Fri. May 12
Commencement	Sun. May 14

SUMMER 2006

Classes will not meet Monday May 29 and Monday-Tuesday July 3 and 4

First six-week evening session	May 15 – June 22
Second six-week evening session	June 26 – August 3
First three-week session	May 22 – Sat June 10
Second three-week session	June 12 – June 30
Third three-week session	Wed July 5 – Tues July 25
First six-week day session	May 22 – Sat July 1
Second six-week day session	June 12 –Tues July 25

Opening day of class for 2006-2007 Academic Year: Wednesday, August 16

This calendar is subject to periodic review and change. Such changes will be distributed to the Meredith community and will be available in the registrar's office.

Correspondence and Visits

The mailing address of Meredith College is 3800 Hillsborough Street, Raleigh, NC 27607-5298.

The College telephone number is **(919) 760-8600**.

The Meredith fax number is **(919) 760-2828**.

Information on Meredith is now available through the World-Wide Web at: **www.meredith.edu**

Academic Records
Office of the Registrar, 760-8593
registrar@meredith.edu

Admissions (Traditional age and Age 23+ Program)
Office of Admissions, 760-8581 or
1-800-Meredith College
admissions@meredith.edu

Adult Student Information (non-degree)
Office of Graduate and Professional Studies
760-8353
executive@meredith.edu

Alumnae Matters
Office of Alumnae Affairs, 760-8548
alumnae@meredith.edu

Athletics
Department of Health, Physical Education, and Dance, 760-8198

Catalogue Requests
Office of Admissions, 760-8581
admissions@meredith.edu

Campus Events
760-8533
events@meredith.edu

Campus Minister
Sam Carothers, 760-8346
carotherss@meredith.edu

Certificate Programs
Office of Graduate and Professional Studies
760-2855
certificate@meredith.edu

Office of Community Outreach
Office of Graduate and Professional Studies
760-2367
outreach@meredith.edu

Educational Programs
Vice President for Academic Affairs, 760-8514

Expenses
Vice President for Business and Finance, 760-8516

Financial Assistance
Office of Financial Assistance, 760-8565
or 1-800-MEREDITH
finaid@meredith.edu

Graduate Employment
Meredith Career Center, 760-8341
career@meredith.edu

John E. Weems Graduate School
760-8423
graduate@meredith.edu

Housing Matters
Director of Residence Life and Housing, 760-8633

Institutional Research
Office of Research and Assessment
760-2364
kearneys@meredith.edu

Masters in Business Program/School of Business
760-2281
mba@meredith.edu

News Items/Publications
Office of Marketing and Communications, 760-8455
marketing@meredith.edu

Paralegal Program
Office of Graduate and Professional Studies
760-2855
paralegal@meredith.edu

Parents Association
Office of Alumnae Affairs, 760-8548
alumnae@meredith.edu

Student Employment
Office of Financial Assistance, 760-8565
finaid@meredith.edu

Student Interests
Office of the Dean of Students, 760-8521

Student Reports
Office of the Registrar, 760-8593
registrar@meredith.edu

Summer School
Office of the Registrar, 760-8593
registrar@meredith.edu

Transcripts
Office of the Registrar, 760-8593
registrar@meredith.edu

Vocational Testing
Meredith Career Center, 760-8341
career@meredith.edu

Volunteer Services
Lynne Wheatley, 760-8357
wheatleyl@meredith.edu

ENROLLMENT FOR 2003–2004

Summer School 2003

Total Summer Registrations, 2003	1,143
Unduplicated Summer Enrollment, 2003	713

Undergraduate Students, Fall 2003

Degree Candidates for Bachelor of Arts, Bachelor of Science, Bachelor of Music and Bachelor of Social Work	1,790
Non-degree Students	210
Teacher Licensure Program	46
Second Major	15
Cooperating Raleigh Colleges	105
Other	44
Total Students in Undergraduate Credit Courses	**2,000**

Graduate Students, Fall 2003

Degree Candidates for Master of Business Administration, Master of Education, Master of Science in Nutrition and Master of Music	111
Non-degree Students	41
Dietetic Internship Program Students	9
Post-Baccalaureate Students	32
Total Students in Graduate-level Courses	**152**

Total Enrollment, Fall 2003

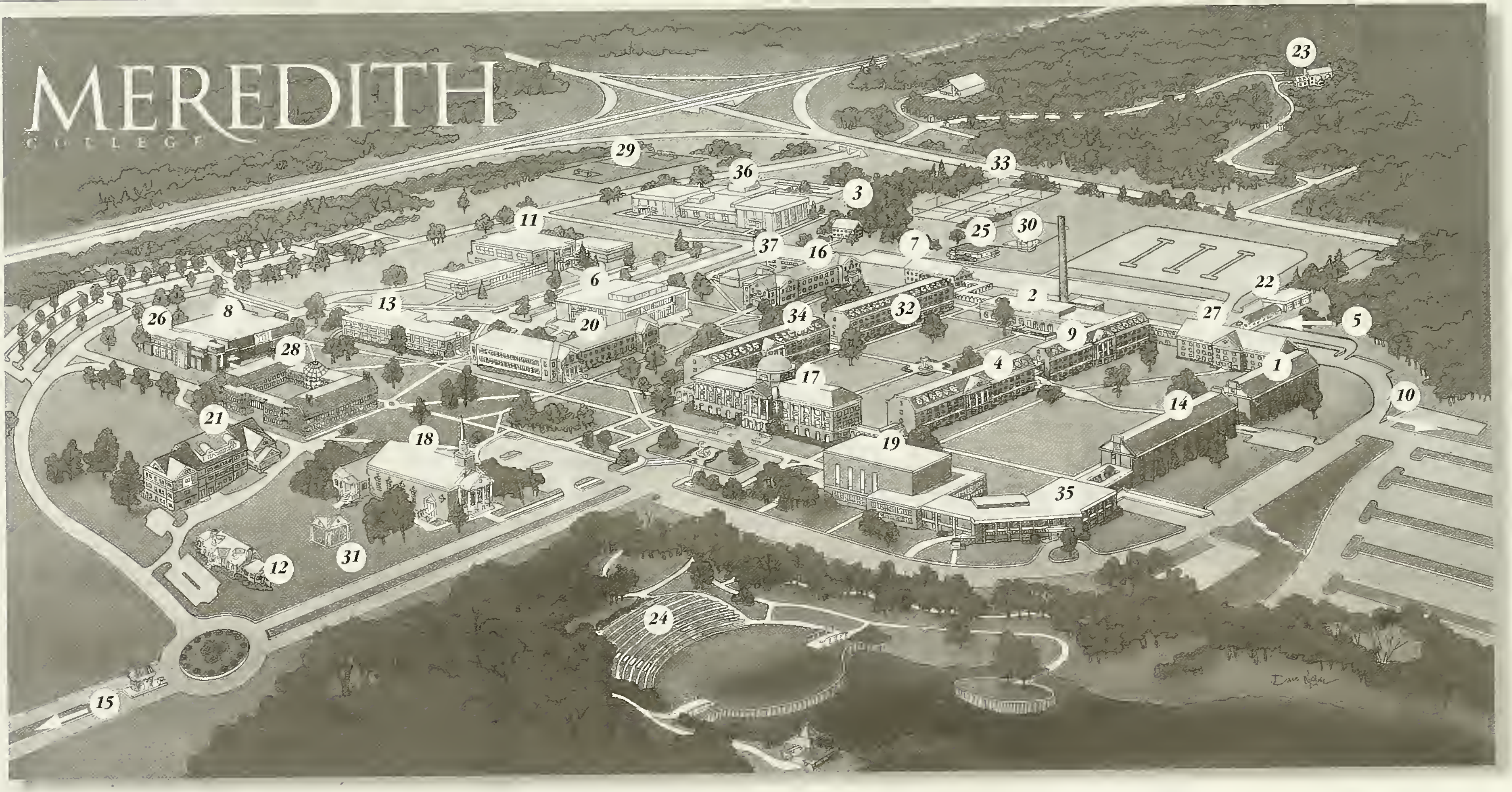
Total Degree Candidates	**1,901**
Total Non-Degree Students	**251**
Total Enrollment for Credit	**2,152**

Non-Credit Registrations, Fall 2003

Registrations in Non-Credit Programs, Fall 2003	1,155
Continuing Education	
Paralegal Program	108
Community Outreach	220
Professional Studies	60
Audit Courses	26
Workshops	50
Music	
Preparatory	580
Chorus/Chorale	112

Geographic Distribution of Students in Credit Courses:

Alabama	3
California	4
Colorado	3
Connecticut	1
Delaware	2
District of Columbia	1
Florida	7
Georgia	11
Illinois	3
Louisiana	1
Maine	1
Maryland	10
Massachusetts	2
Michigan	3
Mississippi	1
Missouri	2
New Jersey	4
New York	3
North Carolina	1,935
Ohio	4
Oklahoma	1
Pennsylvania	8
Rhode Island	1
South Carolina	12
Tennessee	9
Texas	4
Vermont	1
Virginia	82
Washington	1
West Virginia	3
Foreign Countries (17)	29
Total	**2,152**



Campus Map

1. Barefoot Residence Hall
2. Belk Dining Hall (Wainwright Conference Suite)
3. Brewer House (Infant Care Teaching Lab)
4. Brewer Residence Hall
5. Campus Police/Copy Center
6. Carlyle Campbell Library
7. Carroll Health Center
8. Cate Student Center (Kresge Auditorium, Student Activities Center)
9. Faircloth Residence Hall
10. **Faircloth Street Entrance**
11. Gaddy-Hamrick Art Center (Frankie G. Weems Art Gallery)
12. Grimmer Alumnae House
13. Harris Building (Mathematics, Computer Science, School of Business)
14. Heilman Residence Hall
15. **Hillsborough Street Entrance**
16. Hunter Hall (Biology, Chemistry, Human Environmental Sciences)
17. Johnson Hall (Administration)
18. Jones Chapel
19. Jones Hall (Auditorium; Studio Theater; Learning Center)
20. Joyner Hall (History/Political Science, English, Foreign Languages, Religion/Philosophy)
21. Ledford Hall (Psychology, Education, Sociology & Social Work)
22. Facilities Services
23. Massey House (President's Residence)
24. McIver Amphitheater & Meredith Lake
25. Noel House (Technology Services)
26. Park Center (Executive and Professional Programs, The John E. Weems Graduate School, Student Development Offices)
27. Poteat Residence Hall
28. Science and Mathematics Building (complete in 2003)
29. Soccer Field, Driving Range
30. Softball Field
31. Spangler Gazebo and Garden
32. Stringfield Residence Hall
33. Tennis Courts
34. Vann Residence Hall
35. Wainwright Music Building (Carswell Concert Hall; Music, Communication & Theatre)
36. Weatherspoon Physical Education-Dance Building (gymnasium, dance studio, pool, Parker Fitness Center)
37. Yarbrough Research Center

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MEREDITH
COLLEGE

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Admission ... Finances ... Student Life ... Acad

English ... Exercise and Sports Science ... Foreign Language ... Foods and Nutr

Errata sheet:

2005-2006 Undergraduate Catalugoe

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Mission

Founded by the Baptist State Convention of North Carolina in 1891, Meredith College is a private comprehensive institution for women and a community devoted to learning for life in all of its dimensions. In 1997 the Meredith community adopted the following statement of mission:

> *In educating women to excel, Meredith College fosters in students integrity, independence, scholarship, and personal growth. Grounded in the liberal arts, the college values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion.*
>
> *Meredith endeavors to create a supportive and diverse community in which undergraduate and graduate students learn from the past, prepare for the future, and grow in their understanding of self, others, and community. To these ends, Meredith strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers, to assume leadership roles, to continue their education, and to lead responsible lives of work, citizenship, leisure, learning, and service.*

With an undergraduate enrollment of 2,009, a faculty student ratio of 10:1, and an average class size of 16, Meredith is well-positioned to foster such a community of committed learners. The college also serves several hundred women and men through the John E. Weems Graduate School and the non-credit offerings of its continuing education programs. *For a history of the college and its historical statement of purpose, see page 177.*

The Academic Experience at Meredith

Meredith offers four undergraduate degrees:

- Bachelor of Arts
- Bachelor of Science
- Bachelor of Music
- Bachelor of Social Work

Students may select from among 62 undergraduate majors as well as 48 minors and 29 concentrations. Academic programs are administered by 17 departments and schools. *A complete list of majors appears on page 57.* Students may supplement any major with courses and practica in teaching offered by the School of Education. Students in all fields complete 53–69 credit hours of general education course work.

Building upon an established liberal arts tradition, Meredith is meeting challenges of the new century with several new initiatives. These include a bold new general education program, the Meredith Technology Inititative, Undergraduate Research, and Civic Engagement.

page 8:

Faculty

Faculty who choose a career at Meredith embrace teaching, advising, and mentoring as their highest professional priorities. Effectiveness in these roles also demands ongoing study, research, and various forms of professional involvement. Balancing these numerous functions, professors model intellectual inquiry for students and bring the best of their disciplines to the curriculum.

Meredith faculty participate in the leadership of the college, serving on committees, writing grants, and helping to envision and plan for growth and change. They serve the Triangle area community and its religious institutions through a range of volunteer efforts.

In fall 2004, the College employed 131 full-time and 134 part-time faculty. Eighty-five percent of full-time faculty have earned the doctorate or other terminal degree at 75 or more graduate institutions in the United States and abroad. Faculty members have received grants and awards from such institutions as the Guggenheim Foundation, Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

Among the Fall 2004 full-time faculty, 66 percent were female and over six percent were minorities. The college actively seeks to diversify its faculty.

page 9:

Outcomes and Recognition: Consumer Information

Various surveys and studies confirm that Meredith students and alumnae typically have satisfying experiences, that they would make the same choice again, and that they would recommend the college to potential students. Retention and graduation rates are well above national averages. Approximately 78 percent of entering freshmen return for their sophomore year. An average of 70 percent of full-time first-time students are graduated from the college within six years, with 59 percent completing within four years. And the results on the National Survey of Student Engagement show that Meredith students rate Meredith more highly than the national means on five areas of effective educational practice: level of academic challenge, active and collaborative learning, faculty-student interactions, enriching educational experiences, and supportive campus environment.

Meredith's educational program has consistently been recognized by *U.S.News & World Report. U.S.News* ranked Meredith sixteenth among the best master's universities in the South in its 2005 edition of *America's Best Colleges.* Meredith was also named as a "Great School at a Great Price" and cited for having the 6th highest graduation rate in the Southern region.

page 114:

Art

ART-299 Introduction to Research in Art **(1.00-3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to pursue original research in the field of art. In conjunction with a faculty member, the student will formulate and execute a research project at an intermediate level of complexity. The project will require a culminating experience appropriate to the field of artistic study, such as a paper or artistic object or performance and a presentation or exhibition. A research proposal form completed by the student and the faculty mentor is required. Prerequisites: ART-101, ART-105 and ART-221 or ART-222.

ART-394 Graphic Design Studio **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This class deals with a variety of exploratory projects and client work. Responsibilities span the entire palette of tasks a graphic designer will be asked to fulfill, e.g. nurturing client contact, analyzing and interpreting the objectives of a project, creating design concepts and strategies for application, design of the actual project, taking the project through to the application [printing/press check/check/supervision on press/ designing for a virtual presentation], client follow-up, and market analysis. Many projects are completed as group projects, and many decisions are made by students collaboratively. As students advance they will be asked to take on leadership at higher levels, e.g. class manager [master scheduling], art director for a particular project, production manager for a particular project, organizer of special activities [e.g. field trips, etc.]. Professional designers will be invited to class on various levels/issues. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-245.

page 116:

Biology

BIO-203 Disease, Death and Sex in the Middle Ages **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course investigates how epidemic diseases shape human societies, and how continued cultural and technological innovation create conditions favorable for such epidemics. Two disease complexes constitute the primary focus of the course: Black Death for the Middle Ages and Syphilis for the Renaissance. These will also serve as historical models for understanding current emerging diseases such as HIV, SARS, West Nile Virus, Mad Cow, and Ebola.

page 118:

BIO-498 Honors Thesis in Biology **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This is a research and seminar course in which junior or senior level students who are members of the Honors and/or Teaching Fellows Programs conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. The project must meet Honors Program thesis requirements as well as expectations of the biology faculty. A research proposal form completed by the student, faculty mentor, and Honors Program Director is required for registration. Honors Scholars and Teaching Fellows with concentrations in Molecular Biology and Environmental Science are required to complete one semester of BIO-499 and one semester of BIO-498 for a total of six hours.

BIO-499 Senior Research **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Senior Research is a research and seminar course in which junior and senior level students conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. Students with concentrations in Molecular Biology and Environmental Science are required to complete two semesters of BIO-499 for a total of six hours.

page 124:

Computer Information Systems

CIS-121 Spreadsheets II **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course is a continuation of CIS-120. Students will learn how to use Excel as a practical business tool with in-depth use of formulas and functions and efficient worksheet and workbook design. Some topics in Excel databases and the creation of simple macros will also be covered. Prerequisite: CIS-120 or competency in spreadsheets.

CIS-240 Visual Basic (3.00 cr.)

(Spring, Even-Numbered Years Only)

An introduction to programming in Visual Basic. Emphasis will be placed on the event-driven, graphical nature of Visual Basic, as opposed to procedure-oriented programming. Topics include form layout, event-driven Windows programming concepts, variables and data types, objects and properties, control structures, file management, accessing databases, linking applications, Web page development from a Visual Basic application, and developing and using ActiveX controls. This course is intended for those with programming experience. May be taken without prerequisite course with instructor's consent. Prerequisites: CSC-101.

page 126:

Communication

COM-325 Oral Interpretation of Literature (3.00 cr.)

(Fall, Course Offered Every Other Year)

An approach to the study of literature that uses performance as its primary "way of knowing." Students will apply various theories of interpersonal communication to the analysis of literary texts. This will lead to performances in each of the genres studied. Genres include prose fiction, poetry, and Shakespearean drama. Concepts include the implied author, personae, reliable and unreliable narrators, kinesthetics of poetic texts, and speech acts that can best be communicated through performances. This course does not satisfy the general education literature elective requirement. Prerequisites: ENG-200 or COM-225.

COM-380 Communication Law and Ethics (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course introduces students to the laws and ethical issues that are involved in public and mass communication. Includes a review of First Amendment, censorship, libel, slander, obscenity laws, and media regulation. Students engage in a review of ethical theories as related to communication and ethical problem solving.

page 128:

Computer Science

CSC-203 Foundations of Computer Science (3.00 cr.)

(Spring, Course Offered Every Year)

A survey course, which emphasizes the algorithmic process and its implications for computer science. Topics include machine architecture [data storage and data manipulation], the human/machine interface [operating systems, algorithms, programming languages, and software engineering], data organization [data structures, file structures, database structures] and the potential of algorithmic machines [artificial intelligence, theory of computation]. Prerequisites: CSC-101.

CSC-212 Object Oriented Programming (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A continuation of the development of program design, including style, debugging, and testing larger programs. The main focus is object-oriented programming. Prerequisites: CSC-101.

page 135:

English

ENG-220 Creative Nonfiction (3.00 cr.)

(Fall or Spring, Every Other Year)

This course combines critical reading, informal reflection, and formal writing on a topic of current intellectual or community interest. Prerequisites: ENG-111

page 139:

Family and Consumer Sciences

FCS-325 Supervised Work Experience in FCS (1.00 –4.00 cr.)

(Summer, Course Offered Every Year)

Provides a guided internship experience as required for North Carolina Family and Consumer Sciences Teaching Licensure. the internship is secured by the student in a family and consumer sciences-related field, and is conducted in cooperation with an approved internship sponsor. For each credit hour, the student completes 100 hours of the supervised work experience. Pass/Fail grading only.

page 140:

FCS-765 Family & Consumer Science Education (3.00 cr.)

(Fall, Even-Numbered Years Only)

A survey of the curriculum for secondary family and consumer sciences education. Includes a program philosophy, organization, needs assessment, advisory committees, curriculum development, vocational student organizations [FCCLA], and legislation. Includes field experience. Required of secondary family and consumer sciences education majors.

page 145:

Health

HED-200 Responding to Emergencies (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

A course designed to prepare students with knowledge and skills to administer immediate care to victims of injuries and sudden illness. Students who successfully complete the course will receive American Red Cross Certification. Course fee assessed.

page 148-149:

Interior Design

ID-342 Special Problems in CADD **(3.00 cr.)**
(previously the course number was ID-448)

(Fall and Spring, Course Offered Every Year)

Application of advanced computer aided design for residential and commercial interiors. Further exploration of overlay design packages. Prerequisites: ID-248.

ID-248 Technology Applicotions for Interior Design **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Exploration of technology techniques and tools for Interior Design. Design software and internet exploration. Introduction of computer aided drafting and design. Prerequisites: ID-243.

ID-343 Construction Technology **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Survey of residential and nonresidential systems, building materials, construction methods, building codes, and wood furniture design. Prerequisites: ID-144, ID-244. Pre or Co Requisite ID-342.

page 160:

Music

MUS-723 Instrumental Materials & Methods **(2.00 cr.)**
(Spring, Course Offered Every Year)

Designed for music education majors planning to be band or orchestral conductors in schools, this class deals with techniques and repertoire appropriate for beginning and advanced school ensembles. School observation and teaching is required.

page 168:

Religion

REL-262 Jesus and the Gospels **(3.00 cr.)**
(Spring Semester, Every Year)

Historical and literary study of the Gospels as distinctive and divisive expressions in narrative forms of the proclamation concerning Jesus of Nazareth. Focus will be on the modern quest for the historical Jesus and a variety of historical, literary and theological problems posed by the gospel texts and the quest. Prerequisite: One 100 level Religion course.

page 172:

Spanish

SPA-207 Intermediate Conversation in Spanish **(3.00 cr.)**
(Spring, Course Offered Every Year)

Spanish 207 is a new course in conversational Spanish, which focuses on increasing a student's oral proficiency at the intermediate level. Emphasis is placed on the proper pronunciation of the language and on listening and speaking. Students will learn: to initiate a conversation, to keep contact with the audience (whether an individual or a group), manage to explain what they "really" mean, how to behave appropriately in face-to-face interactions, to achieve competency in different speaking situations, and how to use Spanish the way native speakers do.The class will be conducted entirely in Spanish. It may be repeated once for credit through an approved program of study abroad. Course offered as needed. Prerequisites: SPA 205-206 or equivalent (Intermediate Spanish I and II). Co-requisites: None.

page 175:

Social Work

SWK-307 Human Behavior for Social Work Practice: Birth – Adolescence (3.00 cr.)
(Fall, Course Offered Every Year)

Provides content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. The course focuses on theories and knowledge of biological, sociological, cultural, psychological, and spiritual development that address the stages of the life span from conception through adolescence. Also addressed is the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being. Prerequisites: BIO 322, PSY 100, SOC 230. Prerequisite or co-requisite: SWK 241.

SWK-308 Human Behavior for Social Work Practice:
Adulthood Through Death **(3.00 cr.)**
(Spring Even-Numbered Years Only)

Provides content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It focuses on theories and knowledge of biological, sociological, cultural, psychological, and spiritual development that address the stages of the life span from young adulthood through death. Also addressed is the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being. Prerequisites: BIO 322, PSY 100, SOC 230: Prerequisite or co-requisite: SWK 241.

page 177:

Theatre

THE-480 Intern: Area of Specialization (1.00–3.00 cr.)
(previously the course number was THE-380)

(Fall and Spring, Course Offered Every Year)

The course consists of an internship in theatre management, or in production, and an evaluation of the experience under the guidance of an on-campus instructor. The student will work with a theatre company or an arts organization to explore contemporary theatre practices. May be taken without prerequisite course with instructor's consent.
Prerequisite: THE-114

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Board of Trustees

Officers

Barbara Allen
Outreach

page 184:

FACULTY, 2004-2005

Diane Strangis, Ed.D. (2004)
Assistant Professor of Human Environmental Sciences

A.B., University of Minnesota; M.S., Ed.D., University of Kentucky.

Susan B. Wessels, D.B.A., C.P.A.(1978)
Professor of Business

A.B., Grove City College; M.B.A., DePaul University. D.B.A., University of Sarasota

page 189:

Adjunct Faculty, 2004–2005

Lynne Gregorio, Ph.D. (1998)
Business

B.S., M.S., Ph.D., North Carolina State University

page 194:

Faculty Emeriti 2004–2005

Allen F. Page
Ph.D. (1973)

A.A. Mars Hill College; A.B. Wake Forest University; M.Div. Union Theological Seminary; Ph.D. Duke University

page 195:

Office of the Registrar

Jody Hamilton-Davis, M.A. (2003)
Registrar

page 196:

School of Humanities and Social Science

Barbara McCay (1997)

Assistant

page 207:

ENROLLMENT FOR 2004–2005

Summer School 2004

Total Summer Registrations, 2004	1,081
Unduplicated Summer Enrollment, 2004	690

Undergraduate Students, Fall 2004

Degree Candidates for Bachelor of Arts, Bachelor of Science, Bachelor of Music and Bachelor of Social Work		1,807
Non-degree Students		202
Teacher Licensure Program	58	
Second Major	13	
Cooperating Raleigh Colleges	88	
Other	43	
Total Students in Undergraduate Credit Courses		**2,009**

ience...Computer Information Systems...Communication...Career Planning...Computer Science...Dance...Economics...

icies and Procedures...Academic Enhancements...Academic Progr

tory...Interior Design...Mathematics...Music...Political Science...Psychology...Religion...Sociology...Theatre...Women's

MEREDITH COLLEGE

Undergraduate Catalogue 2005–2006

Meredith College Undergraduate Catalogue

VOLUME 29

2005–2006

MEREDITH COLLEGE INTENDS TO adhere to the rules, regulations, policies, and related statements included in, but reserves the right to modify, alter, or vary all parts of this document with appropriate notice and efforts to communicate such changes.

Requests for Meredith catalogues should be sent to:
Office of Admissions
Meredith College
3800 Hillsborough Street
Raleigh, North Carolina 27607-5298

About this Catalogue

For those considering Meredith College and any of its programs and services, this catalogue offers a profile of the academic and community experience that create the college's identity. The Table of Contents (below) and the index beginning on page xx direct you to the information you seek. Throughout the catalogue, you will also find cross references, web sites and contact persons who can offer additional information.

For students enrolled at Meredith, the catalogue serves as a handbook and guide to academic requirements and policies governing your education. You may follow the contents of any catalogue issued during your enrollment as a degree-seeking student at the college. Supplemental statements of campus policies (parking, residence halls, the honor code) are provided in separate publications. Please note that this catalogue does not serve as a contract except for financial obligations as outlined on page 20.

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President's Message

Maureen Hartford, Ed.D.

Educating Women to Excel—that is Meredith's mission and a theme that you will find explicit and implicit throughout your years as a Meredith student. It is the very foundation around which Meredith is constructed, the most important hallmark of a Meredith education. It is a theme you value as a Meredith student and value even more as a Meredith alumna.

Our spirited, diverse community is comprised of women who are talented learners, seekers and engaged leaders. Each year, our students hail from large cities, urban centers, small towns, and open country neighborhoods. We welcome students from the United States and from many nations throughout the world. As a Meredith student, you are encouraged to engage in the broader community, to be a woman of honor and integrity, to care about your fellow students, and to stretch yourself intellectually.

Your experience at Meredith will be uniquely yours, and you will reap the tremendous benefits of exciting new initiatives implemented by the College in the past several years. Our new general education curriculum features multidisciplinary and collaborative learning, opportunities for understanding other cultures, and increased global awareness. Specific initiatives that will shape your Meredith experience include:

- The Science and Mathematics Initiative, featuring new science programming and a newly constructed 80,000 square-foot science and mathematics facility.
- The Undergraduate Research Program, providing collaborative research opportunities between faculty and students in all disciplines.
- The Meredith Technology Initiative, providing every full-time undergraduate student with an IBM Notebook laptop and enhances the use of technology across the curriculum.
- The Service Learning and Leadership Initiative, including campus participation in LeaderShape, the MeredithReads program, global service trips, and expanded community service programs.

Women now have more choices and more opportunities than any previous generation. Women's colleges, like Meredith, have historically produced far more women leaders in this country than their numbers would predict, because women's colleges take women seriously. At Meredith, we believe the best education lasts a lifetime. We accept the challenge, responsibility and privilege of helping you become the person you want to be: educated, confident, compassionate and successful.

I Believe...

in smart choices, hard work and serious fun...that sometimes the best answer is a good question...I've got a lot of good questions...that a good life starts here. At Meredith.

Meredith College: Overview

Mission

Founded by the Baptist State Convention of North Carolina in 1891, Meredith College is a private comprehensive institution for women and a community devoted to learning for life in all of its dimensions. In 1997 the Meredith community adopted the following statement of mission:

> *In educating women to excel, Meredith College fosters in students integrity, independence, scholarship, and personal growth. Grounded in the liberal arts, the college values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion.*
>
> *Meredith endeavors to create a supportive and diverse community in which undergraduate and graduate students learn from the past, prepare for the future, and grow in their understanding of self, others, and community. To these ends, Meredith strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers, to assume leadership roles, to continue their education, and to lead responsible lives of work, citizenship, leisure, learning, and service.*

With an undergraduate enrollment of 2000, a faculty student ratio of 9:1, and an average class size of 16, Meredith is well-positioned to foster such a community of committed learners. The college also serves several hundred women and men through the John E. Weems Graduate School and the non-credit offerings of its continuing education programs. *For a history of the college and its historical statement of purpose, see page 179.*

The Academic Experience at Meredith

Meredith offers four undergraduate degrees:

- Bachelor of Arts
- Bachelor of Science
- Bachelor of Music
- Bachelor of Social Work

Students may select from among 41 undergraduate majors as well as 48 minors and 29 concentrations. Academic programs are administered by 17 departments and schools. *A complete list of majors appears on page 57.* Students may supplement any major with courses and practica in teaching offered by the School of Education. Students in all fields complete 53–69 credit hours of general education course work.

Building upon an established liberal arts tradition, Meredith is meeting challenges of the new century with several new initiatives. These include a bold new general education program, the Meredith Technology Inititative, Undergraduate Research, and Civic Engagement.

Making Connections, Making a Difference: Meredith's Unique Approach to General Education

A quality education takes its shape from stable academic tradition and the innovations of a changing world. In Meredith's general education curriculum—the faculty have identified several key relationships between learning and living that are the core of the Meredith educational experience and anticipate the world our graduates will inhabit and lead. In a series of three cross-disciplinary courses, students and faculty explore relationships between the individual and culture, intercultural relationships, and local/global connections. The learning process in these courses emphasizes collaboration, critical inquiry, problem-solving, ethics, and effective communication. Electives within our program also reflect these themes and address competencies needed in a technological, global world. *See page 54.*

Meredith Technology Initiative

In 2001 Meredith became the first women's college to adopt a campus-wide laptop program as part of a broader technology initiative. Students receive IBM Notebook computers loaded with professional and educational software. Hardware and curricular applications are supported by a staff of trained and certified IT professionals. At the beginning of the junior year, students receive an updated laptop computer which becomes their property when graduation and elibility requirements are met. The portability of the computers, made possible through a wireless network, enhances both individual and collaborative learning experiences and helps prepare students to use technologies found in the workplace. **http://www.meredith.edu/mti/**

Undergraduate Research

The Undergraduate Research Program supports faculty/student partnerships in the pursuit of research and creative activity in all fields and disciplines. College funds support these projects and underwrite travel costs for students presenting their work at conferences. Students may earn course credit for this work, and in some instances stipends are awarded to students assisting faculty with research.

Each spring a *Celebrating Student Achievement* event highlights the research and creative activity of Meredith students. This day of exhibitions, performances, scholarly presentations, and socializing brings the Meredith community together to share successes and inspire new levels of accomplishment.

Civic Engagement

Through personal example and generous commitment of resources, President Hartford has inspired the Meredith community to offer service to others—both locally and far afield. Student, faculty and staff volunteers offer their time to MeredithReads, a literacy program; Meals on Wheels; Habitat for Humanity; and a number of other agencies. Through Meredith's Service-Learning program, coursework is enhanced with service-related experiential learning opportunities with a variety of community partners. Through service-learning, students investigate important social issues such as homelessness, poverty, endangered species, and support for families.

Other Distinctive Features and Programs

Honors Program

The Honors Program at Meredith offers an enriched academic and co-curricular program of study to gifted, motivated students. The program, which spans four years, challenges the honors student to expand her power of thinking—analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communication skills; to achieve a clear sense of life direction; and to develop as a substantial and whole individual. *See page 49.*

Teaching Fellows Program

Meredith is designated a Teaching Fellows Institution by the North Carolina Teaching Fellows Commission. The Fellows Program, established by the North Carolina General Assembly, offers incentives to encourage talented students to pursue teaching careers in the state. In exchange for a commitment to teach in North Carolina public schools for a minimum of four years upon graduation, teaching fellows receive a scholarship/loan award, which is matched by the college. MeredithTeaching Fellows receive specialized advising and are invited to enroll in Honors courses. *See page 49.*

Study Abroad Programs

Generations of Meredith students have given further substance to their education by spending a year, a semester, or a summer term abroad. Traveling and studying with Meredith faculty, student groups earn course credit in Italy, Switzerland, and England during the summer months. Cooperative arrangements with other institutions offer semester-long programs in China, the United Kingdom, Ghana, Australia, New Zealand, South Africa, Costa Rica, Argentina, Chile, France, and Spain. In response to student interest, the Office of Study Abroad selects top quality programs in other parts of the world. *See page 48.*

Domestic Off-campus Programs

Meredith students may also spend a semester in New York or Washington. *See page 49.*

Cooperating Raleigh Colleges

Although all required courses in all academic programs are available on Meredith's campus in a planned rotation cycle, students may opt to enroll in a course at four local colleges or universities without additional tuition. *See CRC, page 41.*

Career Preparation

A fruitful college experience combines intellectual inquiry and experimentation with movement toward career and personal goals. The Meredith College Career Center involves students in a series of reflective and practical activities to this end. Students at all levels are encouraged to attend Career Center seminars, to work with career counselors to assess their interests and strengths, and to take advantage of career planning services. The Career Center organizes job fairs and hosts interviews with area employers. In addition, each academic program exposes students to career options and helps students develop career-specific competencies. Internships, research, and other practical experiences are required in some areas and encouraged in all. Surveys of recent graduates typically indicate that within six months of graduation 98 percent of respondents seeking employment have found positions.

Faculty

Faculty who choose a career at Meredith embrace teaching, advising, and mentoring as their highest professional priorities. Effectiveness in these roles also demands ongoing study, research, and various forms of professional involvement. Balancing these numerous functions, professors model intellectual inquiry for students and bring the best of their disciplines to the curriculum.

Meredith faculty participate in the leadership of the college, serving on committees, writing grants, and helping to envision and plan for growth and change. They serve the Triangle area community and its religious institutions through a range of volunteer efforts.

In fall 2003, the College employed 137 full-time and 140 part-time faculty. Eighty-four percent of full-time faculty have earned the doctorate or other terminal degree at 75 or more graduate institutions in the United States and abroad. Faculty members have received grants and awards from such institutions as the Guggenheim Foundation, Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

Among the Fall 2003 full-time faculty, 68 percent were female and over six percent were minorities. The college actively seeks to diversify its faculty.

The Meredith Campus and Community

Every student who enters Meredith brings a unique combination of goals, expectations, concerns, cultural perspectives, and individual talents. A committed staff of Student Life professionals works in support of the college mission to help students seek new levels of self-understanding and achievement. A wide range of extracurricular activities and programs provide opportunity for creative expression, religious and spiritual reflection, service, leadership, friendship, and the sharing of specialized interests. Faculty advise and support student organizations and share in college traditions, both old and new.

The Meredith campus serves as residence for about 95 percent of entering freshmen and approximately 46-50 percent of all undergraduate degree-seeking students. The 225-acre campus, located at the edge of Raleigh and a short drive from Research Triangle Park, has been developed to sustain its natural beauty and a sense of safe, peaceful living. Within reach are rich cultural experiences, including drama, music and the visual arts, and ever-expanding opportunities for internships and field placements in state government, education, business, technology, human services, and the sciences.

Meredith facilities, including a 600-seat auditorium, a 1200-seat amphiteater overlooking the lake, and flexible meeting space with dining services, are available for use by off-campus groups.

Diversity and Openness: Meredith's Nondiscrimination Policies

In all of its interactions and endeavors, the Meredith College community not only respects the diversity of its members but also welcomes students and employees of any age, race, creed, national or ethnic origin, and sexual orientation. Diversity is essential to the education of women who will manage, lead and creatively shape the professions they enter. The college does not discriminate on the basis of age, race, creed, national or ethnic origin or sexual orientation in administration of its educational policies, admissions policies, scholarship and loan programs, or athletic and other school-administered programs.

College policies and administrative practices also accommodate the needs of students with disabilities. The college does not discriminate in admission or access to its programs and activities on the basis of disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Inquiries may be directed to the Disabilities Services coordinator in the Counseling Center in Carroll Hall, 760-8427 or **DisabilitiesServices@meredith.edu/** or the Americans with Disabilities Act Coordinator, the dean of students, in the Student Development Office in the Park Center, 760-8521.

Accreditation

Meredith College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; telephone 404.679.4501) to award graduate and undergraduate degrees.

The college also maintains the following specialized accreditations:

- National Association of Schools of Music
- Council on Social Work Education
- Foundation for Interior Design Education and Research (FIDER)
- National Council for Accreditation of Teacher Education (NCATE)
- North Carolina Department of Public Instruction
- Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association

The Didactic Program in Dietetics and the postbaccalaureate Dietetic Internships Program are accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (Jackson Blvd., Chicago, IL 60606-6995, telephone 312.399.4876).The college is a member of the American Association of Colleges, the American and North Carolina Association of Colleges for Teacher Education, and the National Collegiate Athletic Association. Graduates of Meredith are eligible for membership in the American Association of University Women (AAUW).

Outcomes and Recognition: Consumer Information

Various surveys and studies confirm that Meredith students and alumnae typically have satisfying experiences, that they would make the same choice again, and that they would recommend the college to potential students. Retention and graduation rates are well above national averages. Approximately 80 percent of entering freshmen return for their sophomore year. An average of 68 percent of full-time first-time students are graduated from the college within six years, with 58 percent completing within four years. And the results on the National Survey of Student Engagement show that Meredith students rate Meredith more highly than the national means on five areas of effective educational practice: level of academic challenge, active and collaborative learning, faculty-student interactions, enriching educational experiences, and supportive campus environment.

Meredith's educational program has consistently been recognized by *U.S.News & World Report. U.S.News* ranked Meredith thirteenth among the best master's universities in the South in its 2004 edition of *America's Best Colleges.* Meredith was also named as a "Great School at a Great Price" and cited for having the 6th highest graduation rate in the Southern region.

Meredith is happy to provide students with information about graduation and persistence statistics, financial assistance programs and policies, and campus safety and security reports. Information may be requested from the Office of Admissions.

Graduate Programs

Graduate Programs

The John E. Weems Graduate School of Meredith College offers four master's degree programs:

- Master of Business Administration (M.B.A.)
- Master of Education (M.Ed.) with licensure in Elementary Education, English as a Second Language and Reading
- Master of Music (M.M. in performance and pedagogy)
- Master of Science (M.S.) in Nutrition

Also offered is a post-baccalaureate Dietetic Internship accredited by the Commission on Accreditation for Dietetic Education of the American Dietetic Association. For a full description of these programs and their requirements, please request a graduate catalogue at (919)760-8423 or visit **www.meredith.edu/graduate/.**

Professional Studies and Community Outreach

Meredith takes a leadership position in offering lifelong learning opportunities to the Raleigh community and surrounding areas. The Professional and Community Outreach Programs respond to the needs and interests of professionals and informal learners with certificate programs, conferences, noncredit courses, and programs for children and youth. A post-baccalaureate noncredit, paralegal program, approved by the American Bar Association, is also offered.

Admission

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each applicant is evaluated carefully on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, sexual orientation, national or ethnic origin, age, or disability.

Meredith College admits students as candidates for the degrees of Bachelor of Arts, Bachelor of Music, Bachelor of Science, or Bachelor of Social Work. Students are admitted as entering freshmen, as transfer students from other colleges, as students seeking a second baccalaureate degree, or as re-admitted candidates. The College also welcomes non-degree seeking students to its credit classes *(see pages 16 and 17)*. Students are accepted for entrance to the fall and spring semesters, which begin in August and January.

The College welcomes both traditional-age students and adult women who wish to continue their education. Traditional-age students apply as on-campus residents or as commuting students if they meet the criteria for off-campus status *(pages 31 – 32)*. The College also enrolls adult women who enter through the 23⁺ Program admission option as commuting students.

Recognizing the stimulating environment produced by a diverse student body, Meredith actively seeks to enroll qualified students of varying backgrounds, interests, and talents. While a majority of enrolled students come from North Carolina and other Southern states, students from across the country and beyond are sought. Students from minority groups, from all economic levels, from public and private schools, and from any religious background are encouraged to apply. Admission decisions are made without regard to financial need factors. *A student interested in applying to Meredith but hesitant because of financial need is encouraged to read the catalogue section on financial assistance beginning on page 20 or contact the Office of Financial Assistance at (919) 760-8565.* .

Admissions Options

Meredith College provides two undergraduate admission programs: Traditional Admission and 23+ Program Admission. All students under the age of 23 and all international students who require a student visa must apply for Traditional Admission whether applying as a freshman, transfer or re-admission candidate. All students applying to pursue a second baccalaureate degree, and any re-admission candidate who is 23 or older and whose admission had been confirmed when she left the College, are advised to apply through the Traditional Admission program as well.

Women who are 23 or older have the option of applying for 23⁺ Program Admission *(page 14)* or through the Traditional Admissions route. Any woman who has been out of college for some time, or one who would be a first-time college student, is advised to apply for 23⁺ Program Admission. Graduate admissions are processed in the John E. Weems Graduate School.

Traditional Admission: Freshmen

The following items are required of students seeking traditional admission:

- Meredith College application (available in the Office of Admissions or online at **www.meredith.edu/admissions/**)
- A non-refundable application fee of $35*
- Secondary school records
- Test scores
- Recommendations
- Health Report (required of students accepted for admission).

Each of these items is described in detail below.
*A student for whom the $35 processing fee is a severe financial hardship is encouraged to contact the Office of Admissions for information about obtaining an application fee waiver.

Secondary-School Record

The most important admissions credential is the student's high school record, which should reflect all courses attempted, academic performance, and class standing. An official high school transcript, including a listing of senior-year courses, should be submitted by a school official at the time of application.

To prepare for the liberal arts program at Meredith College, a prospective student should take a strong academic course program throughout high school, including the senior year. An applicant is expected to present at least 16 units of secondary school credit earned in grades 9 through 12, taken in English, foreign language, mathematics, natural sciences, history, and social studies. Her program should include the following units:

Suggested Academic Course Program

English	4	
Foreign Language	2	
Mathematics	3	*(Algebra I, Algebra II, and Geometry or a higher level course for which Algebra II is a pre-requisite)*
Science	3	
History/Social Studies	3	
Electives	1	*(chosen from academic subjects listed above)*

Careful attention is given to the applicant's grade average in the academic subjects. Generally, a student is expected to present a challenging academic program, including honors, advanced placement and/or international baccalaureate level work. Using an unweighted grading scale, Meredith expects the candidate to have at least an overall C average in English, foreign language, mathematics, history, social studies, and natural sciences.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class 50 to 55 percent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student whose overall performance level shows promise of academic success. Attention is paid to the competitive nature of the high school attended.

Admissions decisions are normally made during the applicant's senior year, with acceptance contingent upon continuing satisfactory academic performance and successful completion of the student's course of study.

Standardized Tests

When reviewed in relation to the high school record and other information, standardized test scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the college. These scores are considered in relation to other measures of academic success demonstrated at the high school level. In recent classes, the middle fifty percent of enrolling students have scored between 950 and 1120 on the Scholastic Assessment Test.

Each freshman applicant is expected to take the SAT-I Reasoning Tests of The College Board and to have an official copy of her score report sent to Meredith College. This test should be taken after January of the junior year and before December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Board website, www.collegeboard.com/. While SAT-I scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT-I scores.

ESL Students

In the case of a student for whom English is a second language, scores on the Test of English as a Foreign Language (TOEFL) or some other measure of competency may be requested in addition to or in lieu of SAT-I scores. (International students, especially those who will be traveling on a student visa, should see page 25 for testing expectations.)

Official SAT-I or TOEFL scores may be reported to Meredith with the code number 5410; for ACT score requests, the code number is 3126.

Recommendations

Recommendations often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide recommendations from a school official and from a teacher who has taught her in an academic subject in the eleventh or twelfth grade. In some cases the admissions staff will ask for additional teacher references in specified subject areas in order to obtain further information about an applicant's scholastic abilities. The Office of Admissions provides recommendation forms for the reference's use. These recommendations are used for admissions decisions only; they do not become part of an enrolled student's file.

Health Record

For the benefit of the individual and the college community, a completed health report is required of each student under the age of 23 prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt of the completed health report. For students 23 years of age or older, immunization records must be complete and current prior to matriculation.

Students with Disabilities

A student with a disability will not be denied admission on the basis of that disability; like all students she will be admitted based on her academic preparation. (This is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended, and the regulations issued pursuant thereunto.) After the offer of acceptance, any applicant needing special accommodations is encouraged to inform the College of her disability by submitting the Voluntary Disclosure Form. Students who want to arrange for accommodations by the College will be required to submit appropriate documentation of the disability and complete the certification process through Disability Services.

Admissions Interview

Although an admissions conference is generally not required, many prospective students find meeting with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or selected Saturday mornings by writing, telephoning or e-mailing the Office of Admissions. **(admissions@meredith.edu)**

In some cases, the admissions staff, as a means of better determining an applicant's readiness for the curriculum at Meredith or for advisory purposes, may request a conference and/or writing sample of an applicant.

Musical Auditions

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Any student planning to apply for a competitive music scholarship should audition prior to February 1 of her senior year. *(page 101.)*

Honors and Teaching Fellows Admission

Students are admitted to the Honors Program at Meredith by invitation of the honors director. Teaching Fellows are selected through a statewide competition coordinated by the North Carolina Teaching Fellows Commission.

Credentials for Home-Schooled Students

Because the academic experiences of home-schooled students are varied, the credentials used in the evaluation of an application are established on an individual basis. The applicant is expected to meet the same high school unit requirements as a public- or private-schooled candidate and to present any information available that will assist in determining the content of her course of study. *(See page 11 for the list of high school unit requirements.)* She must submit an official transcript from each traditional high school attended (if any) and official copies of transcripts from the home school that were filed with the state (or any home-schooling association) that include courses taken, grades obtained, and standardized test results. A GED certificate is required unless high school graduation has been recognized by the state in which the home-school diploma was issued.

The home-schooled student is required to submit scores on the Scholastic Assessment Tests: SAT I (Reasoning Test) and on three SAT II Subject Tests. The SAT II exams should include English, mathematics, and one of her choice (foreign language recommended).

Two recommendations are required from references who are not related to the applicant. The home-schooled student must provide a statement/essay with her application and will be required to have an interview with an admissions officer.

Application Deadline

Applications are received for consideration as long as space in the entering class allows. Although in most years the college is able to consider some students who apply after this date, February 15 is the recommended deadline for filing an application as an on-campus student. Applications from commuting students usually can be accommodated into the summer months.

The Acceptance Process

Traditional freshmen applicants may elect one of three evaluation options for their applications: Early Admission, Early Decision, and Rolling Admission.

Early Admission

Meredith will consider for admission students who wish to accelerate their studies by entering college after the 11th year of high school. Such students should have taken a strong academic program in grades nine through eleven and should show through classroom performance and standardized test results superior academic ability. Strong consideration is given to the student's maturity as well as her academic preparedness.

The college requires that an accelerating student take all courses usually expected of entering freshmen, including a fourth unit in English. If this course is not completed during the junior year, the accepted applicant will be required to complete English IV or a comparable course during the summer prior to enrolling.

An interview with an admissions counselor is strongly recommended and may be required. An admissions decision is made only after mid-year grades for the student's junior year are on file.

Early Decision Plan

The Early Decision Plan is designed for the student who definitely desires to attend Meredith College. Such a student must file her application by October 15 of her senior year along with a statement indicating that Meredith is her first college choice and that she plans to enroll at Meredith if offered early decision admission. She should take the SAT-I (or ACT) prior to her senior year. The college acts upon early decision applications by November 1 and notifies each candidate immediately of the decision.

The candidate who applies for an early decision on financial assistance by November 1 can expect notification by November 15. *(Application process is described on page 10.)* Students accepted under the Early Decision Plan are required to make a $100 deposit by December 1. This non-refundable payment applies toward freshman-year charges. The early decision candidate agrees that, upon acceptance of the early decision offer, she will withdraw all other pending applications and refrain from filing applications for admission to other institutions.

Early acceptance is based on clearly meeting admissions criteria. If additional information, such as first-term grades or senior-year SAT-I or ACT scores, is needed to make a decision, a student may be notified that action on her application has been deferred.

Such a student is guaranteed unbiased consideration under the rolling admission program *(below)*. The early decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

Rolling Admission Plan

The Rolling Admission Plan is designed for the prospective freshman who wishes to apply to more than one college and to have her application reviewed by Meredith as quickly as possible after it has been received. Such a student is encouraged to submit her application and supporting credentials in the fall of her senior year. The college acts upon applications as soon as all necessary credentials are received and notifies students promptly of its decisions.

Candidates' Reply Date

Meredith College subscribes to the Candidates' Reply Date. A student accepted under the rolling decision plan is expected to make a $100 deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a $100 deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward charges for the spring semester.

Traditional Admission: Transfer

Meredith admits qualified applicants who transfer from other colleges or universities. Students with any college credits attempted who are under the age of 23 or international students of any age who will need a student visa must apply through the Traditional Admissions program.

Meredith also considers applications from students who wish to transfer from technical, business, Bible, or nursing schools.

Relevant information regarding transfer of credit and Meredith credit regulations is available as follows: transfer of credit *(page 37)*; transfer grade point average *(page 37)*; and residence credit requirements *(page 42)*.

Students are admitted at all class levels, but at least 31 semester hours of residence credit must be completed at Meredith College as a requirement for graduation.

A woman who is 23 or older who has college credit over five years old, may apply through 23+ Program Admission (page 14). While this route is beneficial to many women, it is particularly appropriate for a student who has been out of college for some time or for one who is uncertain about her field of study or about her preparation for Meredith's program.

Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students and are advised to apply through the Traditional Admission program. *(Credit requirements for a second degree program are given on page 34.)*

Requirements

To be admitted for advanced standing at Meredith, the Traditional Admission transfer student is expected to

- have 30 or more hours of college coursework with at least 18 hours that meet General Education requirements (p54)
- have a C or higher in College Algebra, or have completed Algebra I, II and Geometry in high school
- have at least an overall C average on all courses attempted at post secondary institutions;
- be eligible to return to the last institution regularly attended
- be recommended by college officials.

An applicant having fewer than 30 semester hours of transferable college credit at the time of application must also meet freshman admission requirements, including submitting scores on the Scholastic Assessment Test (SAT) or the American College Test (ACT). In some instances, a student having 30 or more semester hours of college credit may be expected to meet freshman admission requirements through evidence of her secondary-school course background and/or satisfactory scores on standardized tests of academic achievement if she has fewer than 18 hours that meet general education requirements at Meredith.
Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining an applicant's readiness for the curriculum at Meredith or for advising purposes, may request a conference with her.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Satisfactory completion is defined as a C average or higher on all courses attempted at post-secondary institutions. Admission is always contingent upon receipt of a complete medical report *(page 11)*.

Procedures

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admissions or the Meredith web site, **www.meredith.edu**, and the non-refundable $35 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space is available. Applications from commuting students usually can be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

An applicant for fall or spring is responsible for having an official transcript sent to Meredith from every college, university, or other post-secondary educational institution attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. In addition, she should have an official copy of her high school transcript (or her GED certificate) sent to the Office of Admissions. She is also expected to be recommended by her previous dean of students (or similar official) and a college professor. The Office of Admissions provides recommendation forms for this purpose. Recommendations are not part of the ongoing file of an enrolled student.

Fall transfer application evaluation begins in January after all required credentials, including first-semester grades (if currently enrolled), are received. Decisions are made on a rolling basis as evaluations are completed. An accepted student for fall must pay a $100 non-refundable advance deposit by May 1 or within 10 days after the date of acceptance. Spring transfer evaluation begins in November if all required credentials are on file. Decisions continue on a rolling system of admission. If accepted for the spring term, a student must pay a $100 advance deposit by December 1 or within 10 days after the date of acceptance— whichever date is later.

Requirements and Procedures for Students from Technical, Business, Bible, and Nursing Schools

In addition to the requirements and procedures for transfer student applications provided above, a student from a technical, business, Bible, or nursing school must arrange for her secondary institution to provide an official transcript of her high school records and scores on all standardized tests of scholastic aptitude. She should also request the technical, business, Bible, or nursing school to send a report of her scores on any standardized tests taken while enrolled at that institution. Evaluation of credentials for these applicants will take into account the course of study and the type of institution attended.

23$^+$ Program Admission

A woman who is 23 years of age or older, is a high school graduate or has earned a GED, and is interested in completing a Meredith College degree may enroll as a student without fulfilling regular Meredith admissions requirements. She may be beginning college for the first time, transferring in credits, or seeking readmission to Meredith.

Requirements for Acceptance:

To be accepted for the 23+ Undergraduate degree program at Meredith, the 23+ applicant must:

- be over the age of 23 year of age as of the first class day of the term she wishes to enroll;
- have graduated from high school or have earned a General Equivalency Diploma (GED) and
    - have passed a college transferable math class at an accredited institution with at least a C, or
    - have passed high school algebra 1 or its equivalent with at least a C

Students without the required algebra must take a comparable course at an accredited institution and apply to Meredith College once it is complete.

To apply for admission, the 23+ applicant submits the following to the Office of Admissions:

- Meredith College application;
- Non-Refundable $35 application fee or alumna waiver form;*
- All transcripts, including high school and postsecondary; or GED if applicable; and
- For non-native English speakers, Test of English as a Foreign Language (TOEFL) for advisory purposes.

She must also:

- Attend a 23+ Information Session or a private conference with a 23+ Admissions Counselor.

The Office of the Registrar evaluates all academic records and provides a preliminary credit statement reflecting hours deemed transferable from other accredited post-secondary institutions, general education requirements met, and the transfer grade point average.

The applicant then meets with an academic adviser in the 23$^+$ Undergraduate Degree Program, to discuss her credit evaluation, life circumstances and readiness for Meredith College. Together, they determine a program of study consisting of 3 to 15 semester credit hours and any math and English readiness courses she may need prior to enrolling in credit courses. They sign a program letter outlining the conditions to be met prior to full admittance to Meredith College.

Upon receipt of the signed program letter, the Office of Admissions accepts the applicant into Meredith College as a 23$^+$ student. A student accepted for fall must pay a $100 non-refundable deposit by August 1 or within 10 days after her date of acceptance, whichever date is later. If accepted for the spring term, a student must pay a $100 advance deposit by December 1 or within 10 days after the date of acceptance, whichever date is later. This deposit will apply toward her expenses for the term. Prior to registration a student must submit the required health information to the Health Center.

Prior to acceptance or thereafter, a student may discover that she will be unable to attend that particular semester. If she wishes to attend the following semester, she must inform Admissions and the 23+ Office that she wishes to defer her admission. She does not need to pay any additional application fees. The $100 non-refundable deposit is held for the subsequent semester only (excluding summer). She may exercise this option only once. She must reapply if she does not enroll in courses the following semester.

Every 23$^+$ student completes at least one semester in 23+ status with a course program of as many as 15 specified semester credit hours. Of immediate concern are the English and mathematics components of the general education requirements. If the student has not transferred the equivalent of ENG111 or ENG112, she must take ENG111. If she does not present an adequate background in mathematics, she is required to take a non-credit course covering high school through intermediate algebra (Algebra II) during her first year at Meredith.

The 23$^+$ student must earn an overall grade point average of 2.00 on all courses taken while in the 23$^+$ Program status. Once she has satisfactorily completed her program, including all math readiness and English composition courses, her admission as a degree student at the college is confirmed and her records are changed to reflect her status. She then will declare her major and begin to work with the academic adviser assigned to her by that department. All credits earned as a 23$^+$ Program student are applicable to the degree requirements at Meredith.

A student is given an academic warning if she does not achieve the 2.0 grade point average after her first semester. If her grade point average is such that it would be mathematically impossible for her to successfully earn a 2.0 grade point average within the maximum of 15 hours allowed in the 23$^+$ Program, a student will be dropped from the program whether or not she has completed 15 hours in the 23$^+$ Program.

If a student is unsuccessful in the pre-arranged program, her admission is not confirmed and she must terminate her enrollment. After an absence of one semester, she may return under the conditions listed as a non-degree student and then, if successful, reapply as outlined under readmission. Students may appeal termination decisions through the Committee on Academic Appeals.

**A student for whom the $35 processing fee is a severe financial hardship is encouraged to contact the Office of Admissions for information about obtaining an application fee waiver.*

International Student Admission

Meredith welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. An international student who requires an F-1 (student) visa must apply through the Traditional Admission program regardless of her age. If an F-1 visa is not needed, an international student who is 23 or older may choose to apply through 23$^+$ Program Admission *(page 14).*

Students needing an F-1 visa for fall semester must file a complete application by March 1. The deadline for F-1 students seeking entrance to the spring semester is August 1.

In filing an application for either Traditional Admission or 23$^+$ Program admission, an international student must submit the following:

- an official transcript, marksheet, or academic record from each secondary school, college, or university attended;
- an official copy of each diploma, degree, or educational certificate received;
- an official score report of any national examination;
- for non-native English speakers, scores on the Test of English as a Foreign Language (TOEFL); and
- for those already in the United States, proof of current Visa status.

If the original transcripts are not in English, a certified translation into English is required. In addition, a course-by-course evaluation of the applicant's academic documents compiled by an independent academic credential evaluation provider will be requested for any post-secondary work or Commonwealth advanced level examinations taken outside of the United States. Meredith recommends World Education Services, Inc. (WES) for this service; other independent evaluators may be used with prior approval from Meredith. Applications for these evaluations can be obtained from the Meredith Office of Admissions, or from the WES website (**www.wes.org**). WES, like other evaluators, requires a fee from the applicant for processing applications.

When applying through the Traditional Admission program, the international student must also submit scores on the Test of English as a Foreign Language (TOEFL), except in cases where English is her native language or principal language of instruction. If applying for Traditional Admission, a native English speaker and one whose primary instruction has been in English should substitute the Scholastic Assessment Test (SAT-I) or American College Test (ACT) for the TOEFL. The tests (TOEFL, SAT-I, and/or ACT) should be taken within the 18 month period preceding the date the student wishes to enroll. When registering for these exams, the student should request that a score report be sent directly to Meredith College.

If applying through the 23$^+$ Program Admission option, an international student whose primary language of instruction has not been English may be required to submit scores on the TOEFL for advisory purposes. A 23$^+$ Program applicant whose native language is English will not be required to submit TOEFL, SAT-I or ACT scores.

An international student judged academically admissible will be required to show proof of financial responsibility for her education and to submit a completed health form. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued. An international student at Meredith is required to purchase and maintain a minimum standard of health insurance as defined by the United States Information Agency (U.S.I.A.). The policy must be with a company that has a claims office in the United States.

When planning for study at Meredith, an applicant should be aware that financial aid resources for international students are limited. Each year there are a few scholarships ranging up to $1,500, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for her expenses.

Meredith College is authorized under federal law to enroll non-immigrant alien students. Information and application materials are available in the Office of Admissions.

Re-Admission of Former Students

A degree-seeking student who was previously enrolled at Meredith but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission to the College. Exceptions are students on a valid leave of absence and those visiting another institution with the approval of Meredith College.

A student who was initially accepted for 23$^+$ Program Admission and who was still in 23$^+$ Program status when she withdrew from the College (i.e., she had not been admitted as a degree student) applies for re-admission as a 23+ student. Such a student will be considered for re-admission only if she has earned fewer than 15 credits within the 23$^+$ program and a total of fewer than 30 credits when including all non-degree and 23$^+$ credits. Re-admission is not guaranteed, and such students will be required to follow a contract outlining specific and unique conditions designed to help them be successful.

All students applying for readmission must file an application for re-admission and must include a $25.00 non-refundable application fee in the Office of Admissions. If the student has been enrolled at other colleges or universities since her withdrawal, she must request an official transcript and a statement of honorable dismissal from each institution. Other credentials necessary to support her application are obtained by the Office of Admissions and include recommendations from references listed on the application, as well as the student's previous academic and personal records at Meredith. If the student has not attended other colleges or universities during her absence she needs to include an explanation of her activities during her time away from Meredith. If adequate health information is not on file at the college, the student accepted for re-admission will be required to submit the necessary medical records.

A student who was on academic probation for two concurrent semesters when she withdrew or was academically suspended from the college may have her application considered by the Board of Review. Along with the above application information, she must submit a letter of intent, at least one recommendation from a professor or official at the last institution attended, and any other information demonstrating that she should be readmitted. The Board of Review bases its decision on these materials. The application must be sent in for consideration at least three weeks prior to the start of classes in the term for which the student seeks readmission.

A student who is re-admitted by the Board of Review will be placed on academic probation and will be informed of the specific criteria for maintenance of good standing. A student who has been academically suspended twice or has withdrawn twice after completing a semester on academic probation normally will not be re-admitted to the college.

Part-Time Students

A part-time student is one qualifying for a degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the regular entrance requirements and admission procedures outlined in this chapter.

Non-Degree Students

Non-degree students in the categories listed below may register at Meredith in credit courses without conforming to the usual admissions procedures. In most instances, non-degree students are registered on a part-time basis.

Visiting Students

A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

A student who is cross-registering for courses through the Cooperating Raleigh College consortium will begin the registration process in the registrar's office at the home institution and complete registration in the Office of the Registrar at Meredith according to schedules worked out between the institutions.

International Visitors

International students at institutions outside the United States with which Meredith has exchange programs may, with the authorization of the home institution and in accordance with Meredith policy, enroll at Meredith as visiting students. Such students will file a special application and the required academic records and financial statement through the Office of Admissions. When the student is cleared for exchange visitor status, the college will issue a Certificate of Eligibility (I-20) for the student to use in applying for a student visa. An international visitor will have a designated faculty adviser and will register along with transfer students.

Teacher Licensure Program Candidates

A college graduate wishing to pursue a teacher licensure program files an application and an official transcript with the School of Education. Once admitted to the program, the student receives from the Meredith School of Education guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith in order to complete the licensure program *(page 77)*.

Teacher Licensure Renewal Students

A certified public school teacher who enters Meredith for credit to be applied toward renewal of licensure requirements may register for courses with credit. Evidence of licensure should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

Senior Scholars Program

High school senior women in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith. A student approved for participation in the Senior Scholars Program may attend classes for college credit in the summer prior to her senior year or in one or both semesters of her senior year. Application forms and procedures are available in the Office of Admissions.

Meredith Faculty, Staff, and Administration

Members of the Meredith College faculty, staff or administration may register for courses as non-degree students. They will complete a special registration form provided by the college and will register in the Office of the Registrar on the opening day of the term.

Post-Baccalaureate Students

A student who holds a baccalaureate degree and who is not interested in completing a second degree from Meredith may register for courses for credit as a non-degree student. This student registers in the Office of the Registrar on the opening day of the term.

A student who wishes to fulfill the requirements of a second major or minor (but not a full second-degree program) should contact the Office of Admissions for information about application procedures and advising possibilities. A conference in the department of choice must be arranged by the end of the drop-add period and preferably prior to the first day of class. When the application and advising processes are completed before the end of the pre-registration period, a student seeking a second major or minor will be allowed to pre-register for classes. Information about admission requirements and academic requirements for second degree students is on page 34.

Other Non-Degree Students

A student who does not hold a baccalaureate degree and who does not expect to complete a degree program at Meredith may register for courses for credit as a non-degree student. She must have a high school diploma or a GED and must have completed that program of study at least one calendar year prior to registering at Meredith.

A former 23+ student who has not been enrolled for a least one semester and who was not admitted to the degree program during her first 15 hours at Meredith may also register as a non-degree student. She may take a maximum of 15 additional semester hours of restricted credit, and her program of study must be approved by the 23^{+} Office. As a non-degree and/or 23^{+} student, she may earn up to 30 semester hours, with all courses completed, including repeated courses, counting toward this number.

To be eligible for admission, she must adhere to this plan.

All non-degree students may take a maximum of 11 semester hours in any one semester and a cumulative total of 30 semester hours, unless a different load has been approved by the vice president for academic affairs. Non-degree students are not eligible for financial aid.

Students pursing this option register in the Office of the Registrar on the opening day of classes.

A non-degree student who thinks she may eventually wish to seek a degree candidacy at Meredith should consult with the Office of Admissions for information about admission requirements and procedures. The completion of classes at the college does not, by itself, assure admission.

Summer Session

Students accepted for admission to the fall term as well as those previously enrolled at Meredith under any of the conditions listed above may attend summer courses, which run in three and six-week sessions between mid-May and early August. Women from other colleges and universities are also welcome. Completing summer courses can help a student complete her degree in less than four years. The Office of the Registrar makes available schedules and registration materials for the summer session.

Condition of Admission

Every person admitted to the college as a student agrees to the following condition of admission: Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by the college as undesirable or unacceptable.

Advanced Standing Credit

Evaluation of Credit

A student approved for admission with advanced standing receives from the Office of the Registrar a credit evaluation reflecting credits transferred, general education requirements met, and transfer grade point average. In computing the overall transfer grade average, Meredith uses a 4.0 quality point average: A=4.0, B=3.0, C=2.0, and D=1.0. Other units of credit are converted to semester hours. Orientation, cultural activity, developmental (remedial), and physical education activity courses are not calculated in the transfer grade point average.

Advanced Placement and Credit

Admitted students who have completed the equivalent of college-level study through high school courses, independent study, or any other means may seek advanced placement and credit at Meredith. Competency in a subject area can be established through satisfactory performance on one of the following tests:

- A special departmental examination administered at Meredith
- Advanced Placement Examination of The College Board
- General examination or a subject examination of the College-Level Examination Program of The College Board
- An International Baccalaureate examination

Credits awarded for advanced placement credit are detailed on pages 38–40.

Credit for Extra Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education are used by the Office of the Registrar and the appropriate department head to decide upon credit given. In some instances, departmental examinations are used to determine credit. A maximum of 15 credit hours may be awarded for extra-institutional instruction.

Finances

Meredith College is committed to offering the highest quality education available today for the most reasonable cost. Financial support from various sources supplements tuition and allows the college to enrich academic and co-curricular programs. A Meredith College education is a value today and an investment for the future.

This section details the tuition and fees charged by the college and its various programs and services. The college reserves the right to change tuition and fees at the beginning of each semester if conditions make such adjustments necessary. Students will receive advance notice of any changes. Financial aid is available to students whose needs qualify them for assistance.

Residence Hall Services

The charges to resident students for room and board cover rent for a shared room in a residence hall, the cost of three full meals a day for seven days a week in the dining hall, and routine services from the student health center.

Each residence hall room is equipped with a telephone jack. There is no installation charge or additional charge for local telephone service. Long distance service is billed monthly.

Also, each residence hall room is wired for cable television. In addition to providing capabilities for standard residential programming, the system is designed to distribute locally produced Meredith programs on three channels. Each residence hall room is also wired for access to e-mail, the Internet and Meredith's campus-wide network.

Tuition and Fees

Full-time students include all students taking 12 or more credit hours. Part-time students are students taking fewer than 12 hours. Their tuition charges are determined by their course loads. A student activities fee will be charged to all full- and part-time undergraduate degree seeking students.

Full Time Resident Students

(12-18 credit hours)	**Semester**	**Year**
Resident student tuition	$9,975	$19,950
Room, board,	$2,800	$5,600
Student activities fee	$25	$50
TOTAL	$12,800	$25,600
Hours in excess of 18	$525 per credit hour	

Full Time Commuting Students

(12-18 credit hours)		
Commuting students tuition	$9,975	$19,950
Hours in excess of 18	$525 per credit hour	
Student Activities Fee	$25	$50

Part-Time Students

(1-11 credit hours)	
Tuition *(for credit or audit)*	$525 per credit hour
Student Activities Fee	$25 per semester

Applied Music—*per semester*

Full-time students

1 half-hour lesson weekly	$150
2 half-hour lessons weekly	$300
Class lessons in piano, voice, or guitar	$115
Recital fee	$150
Accompanist fee	$380

Part-time students (for credit)

Tuition of $525 per credit hour plus the following fees:

1 half-hour lesson weekly	$150
2 half-hour lessons weekly	$300
Class lessons in piano, voice, or guitar	$115
Recital fee	$150
Accompanist fee	$380

Art

Studio fees vary up to $225 per course to cover expendable materials.

Birth through Kindergarten

BK 460	$125

Child Development

CD 345	$75
CD 450	$150

Education

EDU 490 Student Teaching	$300

Health and Physical Education

Golf, bowling, scuba diving, life guarding, Water Safety Instruction, karate, ice skating, and first aid fees are set at the beginning of each semester.

Social Work

SWK 402-A, Field Experience	$300
SWK 402-B, Field Experience	$300

Auditing Courses

Full-time students	no charge
Part-time —auditing	$525 per credit hour

Special Fees

Application fee for new students	$35
Application fee for students seeking re-admission	$25
Graduation and lifetime transcript fee	*$75

Breakage fee

Students will be billed for unjustifiable damage to college property.

Health services

Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the student health center. Service is available to non-resident students for $100.00 per semester.

**Maximum 10 transcripts per order, $5.00 charge per transcript over 10.*

Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.

Books, gym clothes, and other instructional expenses are not included in the above charges.

Terms of Payment

Payment Schedule

Advance payment for all entering students	$100

Students who are accepted on the Early Decision Plan must make payment on or before December 1. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable $35 fee which must accompany the application of each new student.

New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.

Advance payment for returning resident students	$150

All returning resident students must make this non-refundable deposit during the housing sign-up in the spring semester. The fee will be credited to the returning student's account.

Payments for tuition, room, and board are due in full on August 1 for the fall semester and on December 15 for the spring semester. Payments not received by the due date will result in the cancellation of preregistered classes. Bills will be mailed to the student at her permanent home address approximately two weeks prior to each payment due date. Approved financial aid may be used to offset each of these payments.

Supplementary charges such as course fees, additional hours, and private rooms will be billed and are due on October 31 for the fall semester and on March 31 for the spring semester. Parking fines and other past due charges from the Library are charged to student accounts and are due when incurred. A student may not preregister for a future semester unless her account is paid in full.

Payment Plan Options

Meredith offers three alternate payment plans:

OPTION 1: A student may elect to pay the semester's tuition, room, and board charges in full on the due date.

OPTION 2: A student may elect to pay one-half of the semester's tuition, room, and board charges on the due date and the remaining half at mid semester (October 31 for fall and March 31 for spring). There will be a $25 service charge each semester for this payment option. This option is elected on a semester by semester basis.

OPTION 3: A student may elect to spread her entire year's tuition, room, and board charges into ten (10) equal monthly payments beginning in July of each year. There is a $45 annual fee for this service, which is administered by College Foundation of North Carolina, P.O. Box 41980, Raleigh, NC, 27629-1980 (1-866-866-CFNC).

North Carolina Legislative Tuition Grants

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students working toward their first baccalaureate degree at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 2004-2005 was $1,800.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form available in the Office of Financial Assistance. She must be certified by the college as an eligible recipient according to the state guidelines.

Withdrawals/Leaves of Absence

If a student withdraws, is dismissed, or is granted a leave of absence from Meredith before the end of a semester, she is responsible for the following percentage of the full semester tuition:

Up to and including the 5th day of the semester	0%
6th through 10th day of the semester	20%
11th through 20th day of the semester	40%
After 20th day of the semester	100%

Any refund due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the dean of students or an official leave of absence notification from the registrar.

The same policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop or withdraw from courses.

Board will be credited on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No credit will be made for room charges.

If a student does not officially withdraw within 60 days of last class attendance, she forfeits her right to any adjustments to her charges. *See page 47 for how to effect an official withdrawal.*

Students who are receiving financial assistance from federal programs, are enrolled at Meredith for the first time, and who withdraw from Meredith, will have any refund determined according to federal policy. Eligibility for a refund may extend to 60 percent of the semester. Refunds calculated under federal guidelines will be repaid to the programs from which funds were received in the following order: FFELP loans, federal Perkins loan, federal Pell grant, federal SEOG grant, other title IV assistance, other federal sources of aid, other state, private, or institutional aid, the student.

Other students receiving financial assistance and who withdraw from the College will have their refund calculated as shown in paragraph one under Withdrawals. The funds will be prorated according to their sources (State, Institutional, Student) and repaid to the funds in the sequence shown in the previous paragraph.

Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

Contractual Agreement

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. No College administrator can modify these regulations without specific authorization from the Meredith Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

Financial Assistance

Meredith offers a student assistance program designed to help meet the financial need of each student. Students enrolled in degree (undergraduate and graduate or certification) programs are eligible to apply for financial assistance. This includes freshman and transfer applicants, on-campus and commuting students. Although the student or her family is expected to pay for educational expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend the College because of financial need.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, age, or disability. An international applicant should consult page 15 for assistance available to students from other countries.

Principles and Procedures

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Free Application for Federal Student Aid (FAFSA).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated $1,650 for miscellaneous personal expenses, including transportation. The educational cost used by the Office of Financial Assistance in its calculation of need for an on-campus student for 2005–2006 is $28,000. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated $6,000 for food and miscellaneous personal expenses, including local transportation. The total cost used by the Office of Financial Assistance in its calculation of need for a full-time, dependent commuting student for 2005–2006 is $26,000.

The average expenditure for books is calculated at approximately $750 per year and is included in our estimate of annual expenses students will incur at Meredith. Students are responsible for buying their own books and may purchase books and supplies from the campus bookstore, which is provided as a convenience for the students. While students are not required to purchase their books from the college bookstore and may obtain their books from an independent dealer, the bookstore is fully stocked to accommodate the needs of Meredith students.

The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by contacting the Office of Financial Assistance at 919-760-8565 or on the web at **www.meredith.edu/finaid**.

Application Procedures

All new students to Meredith College who wish to apply for any kind of financial assistance should complete the Free Application for Federal Student Aid (FAFSA) between January 1 and February 15. Those applications received after February 15 will be considered as funds are available. The FAFSA may be completed on-line at **www.fafsa.ed.gov**, or can be obtained from any high school guidance counselor or from a college financial aid officer and mailed using the envelope that is provided in the FAFSA booklet. Indicate Meredith College as an institution to receive your data by using our code number **002945**.

A freshman candidate who is applying for admission under the Early Decision Plan and who would like an early decision aid estimate on financial assistance should file her Early Decision Financial Assistance Application by November 1 of her senior year. She will need to request the Meredith College Early Decision Assistance Application from the Office of Financial Assistance or the Office of Admission. If this form is received on time, she will receive her estimated eligibility for financial assistance beginning November 15. Should she later be named a recipient of one of the competitive scholarships, her award will be revised to reflect this component. Please note that an early decision student who received need-based financial assistance will be required to file a FAFSA by February 15.

Returning Students

The FAFSA must be filed each year a student wishes to receive financial assistance; the form should be completed on-line at **www.fafsa.ed.gov** or mailed between January 1 and March 15 for priority consideration. Students who file the FAFSA after the priority date will be considered as funds allow.

The Award

The Office of Financial Assistance evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, grants, loans and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

Notification of Awards

All entering students who apply for financial assistance by the priority deadline, including applicants for competitive scholarships, will be informed of the College's decision in March. Students accepted for admission under the Early Decision Plan will be informed of tentative assistance awards by November 15. Returning students can expect notification concerning awards by June 1.

Payment of Award

Scholarships and grants administered by the College will be credited to the student's account on a semester basis. Scholarships received from outside sources will be applied to the student's account as funds are received.

If a student chooses to apply for a Federal Stafford Loan, and/or a parent chooses to apply for a Federal PLUS Loan, a Notice of Loan Guarantee and Disclosure Statement is sent from the lender to the borrower specifying the actual loan amount and when the funds will be disbursed to the College. Since the College participates in an electronic fund transfer (EFT) with most lenders, loan proceeds are transferred without issuing individual checks to students. Proceeds are then credited to a student's account as students are cleared for release by the Office of Financial Assistance. Any assistance received which exceeds the amount due to Meredith for the semester will be given to the student within 10 days of the credit balance occurring. These funds may be used for expenses related to the student's enrollment, including living and personal expenses.

Students who have a Federal Work Study job on campus are paid on the 10th of each month for work performed during the preceding month.

Renewal of Assistance

Meredith College will continue to provide financial assistance to a student in future years if (1) the need for financial assistance continues, (2) the FAFSA is completed by the stated deadline, and (3) the student maintains satisfactory academic progress as shown in the next section. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

Financial Assistance Satisfactory Academic Progress

In order for a Meredith College student to retain eligibility for federal, state and institutional assistance, the student must meet the criteria listed below. If a student fails to meet both requirements at the end of an academic period (defined as one academic year, if the student attends both semesters), then the student is placed on financial assistance probation for the following semester. If the student does not meet both conditions at the end of the probationary period, she will no longer be eligible for financial assistance until she can again meet both requirements

Undergraduate Degree Students:

Qualitative Requirement—Each student must maintain the following minimum Meredith QPR, based on credits attempted.

Total Attempted Hours	Minimum Meredith QPR
1-16	1.500
17-25	1.700
26-59	1.800
60-89	1.900
90 and above	2.000

Quantitative Requirement—Each student must also be making satisfactory progress toward the completion of a degree. Satisfactory progress toward graduation is measured in terms of total academic credits earned. During the academic period, a student must earn 75% of all credits attempted for which she received assistance. Undergraduate students may not receive financial assistance for more than 150% of the expected program length, or ten semesters for full-time students, whichever is less.

Graduate Degree Students:

Qualitative Requirement—Each student must meet the academic standards for enrollment in the school or program in order to continue to receive financial assistance as described in the Graduate Catalogue.

Quantitative Requirement—Graduate students may not receive financial assistance for more than 150% of the expected program length.

Students placed on financial assistance probation:

A student placed on financial assistance probation will receive a letter informing her or him of the probationary status and requesting that the student meet with a member of the Office of Financial Assistance staff. This letter will state that the student's progress will be reviewed after the next semester. If the student then meets SAP requirements, she/he will be removed from probation. If she/he does not meet/exceed the requirements, her/his financial assistance will be suspended until she/he meets the requirements to resume receiving assistance. There will be a chance for a student to appeal.

Appeal Process:

A student who is placed on financial assistance probation or had financial assistance suspended has a chance to submit an appeal of the decision. The student must submit a letter to the Director of Financial Assistance stating the reasons for reconsideration. This information will then be discussed by the Financial Assistance Appeals Committee which will make a final decision.

Students' Rights and Responsibilities

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in a student's current financial assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

A full-time student is responsible for advising the Office of Financial Assistance if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her financial assistance award notification. Other responsibilities of an assistance recipient include completing all forms and special applications requested by the Office of Financial Assistance; reporting to the Accounting Office on request to endorse vouchers and/or checks and, if applicable, signing a loan promissory note and having a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith or any other college. In order to be eligible for federal assistance programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status.

Types of Assistance

Competitive Scholarships

Recipients of the following competitive scholarships, as well as Honors Program participants and Teaching Fellows, are invited to take part in Focus on Excellence. This program provides exciting opportunities to enrich college life by attending a special series of cultural activities. The program of events, selected each year from a variety of on-campus and off-campus offerings, expands one's exposure to music, art, film, science and theatre. Participating in the series also fosters friendships among students who seek new ways to heighten their learning experiences.

Presidential Scholarships

At least three Meredith College Presidential Scholarships are available each year for entering freshmen. The selection of recipients for this prestigious award will be based on merit, taking into account superior academic achievement, intellectual promise and leadership ability. The award is renewable for a total of four years subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of

3.25 on all courses taken at Meredith. In addition, a recipient will have the opportunity to apply for an additional stipend, up to a maximum of $5,000, to help cover the cost of a study abroad experience while she is a student at Meredith.

Recipients of the Meredith College Presidential Scholarships are not only encouraged to participate in the "Focus on Excellence" series but are also invited to join the President of the College for various special events and activities. Presidential Scholars are also encouraged to participate in community activities and organizations which strengthen the bond between Meredith and the community.

Meredith College Presidential Scholarships are funded by endowments. The initial Presidential Scholarships are funded by the Edla Adams Ogburn Scholarship Fund.

Meredith College Academic Awards

These awards recognize students having superior academic ability, achievement, and leadership potential. Meredith College Academic Awards are available each year for entering freshmen having superior credentials. The awards are renewable for a total of four years subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 2.5 on all courses taken at Meredith.

The Meredith College Academic Awards are partially made possible through the following endowment funds:

- Craig-Davis Honors Scholarship;
- Hesta Kitchin Crawford Honors Scholarship;
- Jessie Ball Dupont Scholarship;
- Durham Corporation Education Endowment Fund;
- General Hugh B. Hester Honors Scholarship;
- Paula Green Hester Honors Scholarship;
- Cleo and Elwood Perry Honors Scholarship;
- Vida Thompson Williams Scholarship;
- Lola Marshburn Ledford Scholarship; and
- Fred & Minnie Stone Scholarship.

Meredith Promise Scholarships

In recognition of academic ability, intellectual promise, and leadership skills, Meredith College has established the Meredith Promise Scholarship for students from underrepresented groups. The scholarship is determined without regard to financial need. It is renewable up to a total of four years, provided the recipient remains in good standing, is a full-time student, and maintains a 2.5 quality point ratio on all courses taken at Meredith.

Emerging Leaders Scholars

Meredith College offers the Emerging Leaders Scholarship Program to recognize students with outstanding leadership potential in academic and co-curricular areas. Evaluation is based on strong scholastic ability along with evidence of meaningful involvement in school activities and/or community service. The Emerging Leaders Scholarship can be renewed for up to a total of four years. Recipients agree to participate in a workshop at the beginning of the freshman year designed to introduce them to leadership development opportunities at Meredith. To have her scholarship renewed, a student must be in good standing, be full-time, and have a minimum quality point ratio of 2.5 on courses taken at Meredith.

Students interested in receiving scholarships should apply for admission to the College by January 15. Students applying for the Honors Program or talent scholarships in art, music or interior design must file a separate scholarship application by January 15 for full consideration.

Art Scholarships

- Eleanor Layfield Davis Scholarship
- Ruby C. and Ernest P. McSwain Scholarship
- Lois Griswold Outland Scholarship

Each year freshman applicants are selected to receive the Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship on the basis of talent. These scholarships range from $300 to $2,000 per year.

To be considered for an art scholarship, a student must be accepted for freshman admission to the College. She must file the special Talent Scholarships Application in the Office of Admissions and arrange a preliminary portfolio review with the Department of Art by January 15.

On the basis of the portfolio reviews, the department selects finalists who will be invited to interview with the art faculty on the campus in February.

The Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship are renewable annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in art, and maintaining a minimum quality point ratio of 3.0 (B average) on all art courses taken at Meredith College.

Music Scholarships

The **Robert H. Lewis Scholarship** is for $6,000 per year. The **Mary Perry Beddingfield Scholarship** is for $600 per year. A **Music Talent Scholarship** varies from $500 to $1,500 per year, according to the recipient's financial need.

To be considered for a music scholarship, a prospective freshman must file the special Talent Scholarships Application in the Office of Admissions by January 15. If she is applying for more than the minimum Music Talent stipend, by February 15 her parents must also submit a FAFSA to the Office of Financial Assistance.

A student must be accepted for admission to compete for a music scholarship. Selection of scholarship recipients is then based on musical talent, academic ability, previous performance, commitment to the field of music, and potential achievement in the field. On the basis of auditions in the fall or winter, finalists are chosen in February by the Department of Music, Communication, and Theatre; the finalists are invited to the campus in March for another audition and for interviews with the music faculty.

The Robert H. Lewis Scholarship, the Music Talent Scholarship and the Mary Perry Beddingfield Scholarship are renewed annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in music, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith.

Sandra Graham Shelton Scholarship in Interior Design

Meredith College each year awards entering freshmen two Sandra Graham Shelton Scholarships in Interior Design. The scholarship recipient is determined on the basis of scholarship and potential fot success in the field of interior design. The award fot the Sandra Graham Shelton Scholarship is $1,250 per year. It is renewed annually, for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in interior design, and maintaining a minimum quality point ratio of 3.0 (B average) in all courses in the interior design program taken at Meredith.

To be considered for the Sandra Graham Shelton Scholarship, a student must be accepted for freshman admission to the College. She must file the separate Talent Scholarship application in the Office of Admissions by January 15. Finalists in the competition will be invited to the campus in February for interviews with and a review of samples of creative work by the faculty selection committee.

Thomas Meredith Baptist Heritage Scholarships

Meredith College has established the Thomas Meredith Baptist Heritage Scholarships to pay tribute to its rich Baptist history and to recognize outstanding students who are North Carolina Baptists. The scholarships are named for Thomas Meredith, founder and editor of *The Biblical Recorder*, who chaired the committee that recommended to North Carolina Baptists in 1835 that a college for women be established.

The Thomas Meredith Baptist Heritage Scholarships are awarded to incoming freshmen on the basis of academic excellence, outstanding service to church and/or community, and leadership ability. Applications are available from the Office of Admissions. A recipient must be a member of a North Carolina Baptist church and be recommended by a church official (director of the W.M.U. or other similar women's organization, pastor or youth minister). At least three scholarships valued at $1,500 per year are awarded annually. The scholarships are renewable for a total of four years, based upon the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 2.50 on all courses taken at Meredith. Recipients are designated as Thomas Meredith Scholars.

Transfer Scholarships

Each year Transfer Scholarships are available for junior or community college graduates who have superior academic credentials. Selection will be made on the basis of scholastic achievement, intellectual promise, and leadership ability. Recipients of these awards are designated as Meredith Scholars.

The Transfer Scholarship is awarded without regard to financial need. A Transfer Scholarship is renewable for the subsequent year (total of two years) subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum overall quality point ratio of 3.0 (B average) on all courses attempted at Meredith

North Carolina Teaching Fellows Awards

Winners in the prestigious North Carolina Teaching Fellows Program, a statewide competition for prospective teachers, may use the award at Meredith to prepare for a career in teaching. Meredith will coordinate additional scholarships and grants, including the NCLTG and any competitive scholarships, to match the stipend of $6,500 received from the State Teaching Fellows award. Additional assistance up to the full estimated cost of attending is available if the student has financial need.

A semester abroad that costs the same as a regular semester is one of the many special activities that are part of the Teaching Fellows program.

To apply for a Teaching Fellows Award, a "forgiveness loan" which is a scholarship if the recipient teaches in a North Carolina public school for each year she received the award, a North Carolina student must do the following:

1. By the stated deadline for the program, file the special Teaching Fellows Program application, which is available in the guidance office at the high school. If Meredith is the student's choice, it must be listed on the application.

2. Provide all information requested in the application instructions and participate in any required interviews. At both the local and regional levels, interviews with a screening committee will be part of the selection process.

3. File the FAFSA by February 15.

To use a Teaching Fellows Scholarship/Loan at Meredith, the student must apply and be accepted for admission to the College and be selected for participation in Meredith's Teaching Fellows Program. Teaching Fellows awards are renewable for each year, provided the student meets all Teaching Fellows Program requirements. These include maintaining a Meredith G.P.A. of 2.50 and an overall G.P.A. of 2.50, pursuing a program leading to teacher licensure, participating in required curricular and co-curricular activities, and completing a minimum of 15 semester hours of honors work.

General Grants and Scholarships

Meredith College Grants

Meredith provides grants for entering and continuing students based on financial need. Applicants must complete the FAFSA to be considered. The amount of the grant is determined by the level of financial need.

North Carolina Legislative Tuition Grant

The North Carolina Legislative Tuition Grant is available to all North Carolina residents who are attending Meredith College full-time. Students do not need to apply for financial assistance in order to qualify for this grant. These funds are appropriated by the North Carolina General Assembly. In 2004-2005, students received $1,800. ($900 per semester). Students just need to complete a residency application each year. This form is available in the Office of Financial Assistance, or at **www.meredith.edu/finaid.**

North Carolina Contractual Scholarships

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the state. For a student to be eligible, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

Meredith College Endowed Scholarships

George I. Alden Trust Teaching Scholarship
James Larkin and Iona Mae Shugard Ballou Trust
Baptist Women Scholarship
Barham First Family Scholarship
J.T.J. Battle Scholarship
Mary Perry Beddingfield Music Scholarship
Louise McComb Bennett Scholarship
Amorette Bryant Bolton Scholarship
Fred C. & Irene Rumer Banhardt Scholarship
Annie & John Bostic Scholarship
Dorothy Ray Branham Scholarship
Charles E. Brewer Scholarship
Love Bell Brewer Scholarship
Margaret Highsmith Brown Music Scholarship
The Bryan Foundation Scholarship
The Bryan Scholarship Trust
Maude Bunn Scholarship
Ruth Deaton Burnett Scholarship
Susan L. and Susan E. Burnette Scholarship
Craven Allen & Jane Russell Burris Scholarship
Ernest F. Canaday Mathematics Scholarship
Mrs. Earl N. Carr Scholarship
Carroll Sisters First Family Scholarship
Charlotte Wester Cote Scholarship
Centura Banks Teaching Scholarship
Jackie R. Chamblee International Student Scholarship
Helen J. Clancy Memorial Scholarship
Sola M. Clark Scholarship
Class of 1910/ Z.M. Caveness Scholarship
Class of 1932 Scholarship
Class of 1934 Scholarship
Class of 1936 /Fisk-Rose Scholarship
Class of 1938 Scholarship Class of 1939 Scholarship
Class of 1944 Scholarship
Class of 1945 Scholarship
Class of 1951 Scholarship
Class of 1952 Scholarship (Harry E. Cooper Scholarship
Class of 1957 Scholarship
Class of 1964 Scholarship
Class of 1967 Scholarship for International Studies
Class of 1968/Phyllis Edwards Scholarship
Class of 1972 Scholarship
Class of 1990 Scholarship
Edwin S. and Goldie Coates Scholarship
Inabelle Coleman Scholarship
James L. "Hap" Collier Scholarship
Anne Reece Collins Scholarship
Mary Reid Bryan Cone Scholarship
Norma Baker Cook Art Scholarship
Harry E. Cooper Scholarship
Jean Batten Cooper Scholarship
Frances Tatum & C. R. Council Scholarship
Beulah Rimmer Craig Scholarship
Craig-Davis Honors Scholarship
Hesta Kitchin Crawford Honors Scholarship
Barham & Bertha Langdon Creech Scholarship
Iris Culler Creech Scholarship
Nell Baker Creech & Hallie W. Baker Scholarship
Roger H. Crook Scholarship
Phyllis Cunningham Scholarship
Anne C. Dahle Scholarship
Katherine Gene Davenport Dapore Scholarship
Charles A. Davis Scholarship
Eleanor Layfield Davis Art Scholarship
Essie Dale Hunter Dickson Scholarship
Beatrice E. Donley Scholarship
Melody Jane Frazier Doster Scholarship
Elizabeth James Dotterer First Family Scholarship
Winnie Dratt 23+ Scholarship
Jesse Ball duPont Endowment Fund
Durham Corporation Education Endowment Fund
Lucille Lawrence Ellis Scholarship
English Leadership Fund
Myrtle Hart Farmer Scholarship

Betty Jo Farrington Scholarship
Farrior Sisters Scholarship
Elizabeth Kendrick Faucette Scholarship
Dr. James Grady Faulk First Family Scholarship
First Title Insurance Company Scholarship
First Union Teaching Fellow Scholarship
Charles Watson & Carolyn Scott Flynt Scholarship
Nancy C. Forbes Scholarship
Foreign Language Scholarship
Jane Renn Frazier Scholarship
Claude F. Gaddy Scholarship
Nannie S. Gaddy Scholarship
Patricia Howard Gay Scholarship for Chemistry
Katherine Papadakis Georgallis Memorial Scholarship
Glaxo Wellcome Women in Science Scholarship
Barbara Lyons Goodman Scholarship
Goodwin Girls First Family Scholarship
Goodwin-Loftin First Family Scholarship
Wense & Marion Morris Graborek Scholarship
Lillie Grandy Scholarships
Mae Grimmer Scholarship
Drs. Carolyn and Frank Grubbs Scholarship
Jean Hallman Guion Scholarship
Addie Jones Hall Scholarship
The Reverend Romulus Ferdinand & Bessie Stanton Hall Memorial Scholarship
Fuller B. Hamrick Scholarship
Pauline Olive Hamrick Scholarship
Laura Weatherspoon Harrill Scholarship
Ella Perry Harris Scholarship
Julia Hamlet Harris Scholarship
M. Elizabeth Harris Scholarship
Shearon Harris Scholarship
William Randolph Hearst Endowed Scholarship for Minority Scholars
E. Bruce Heilman Scholarship
Mattie Jenkins Henderson Scholarship
John T. and Rebecca H. Henley Scholarship
Ruth Hilliard Hensley Music Scholarship
General Hugh B. Hester Honors Scholarship
Paula Greene Hester Scholarship
Ella Greenwood Holcomb Scholarship
Ruth Tucker Holleman Scholarship
M. A. Horner Scholarship
Mabel Andrews House Scholarship
Jo Welch Hull Scholarship
Nannie Willis Hunter Scholarship
Catharine Watkins Isaacs Memorial Scholarship
Catharine Margaret Inez Watkins Isaacs First Family Scholarship
Elbert C. and Gladys P. Jackson Family Scholarship
Catherine McCracken and J. Hayden James III Scholarship
The James Scholarship
Frances P. Jennings Scholarship
Guion Johnson Scholarship
Mary Lynch Johnson Scholarship
Moses S. Jones Scholarship
Alice Keith Scholarship
Katharine Kerr Kendall Scholarship
Jane K. & Thomas B. Knight First Family Scholarship
Kay Lambeth Scholarship
Langley Family Scholarship
William W. Lawrence Scholarship
Ida Belle Ledbetter Scholarship
Lola Marshburn Ledford Scholarship
Carolyn Sperry Leith Scholarship
Rebecca Jean Marris Lewis Scholarship
Robert H. Lewis Scholarship
Margaret Hine Linville Scholarship
Mabel Claire Haggard Maddrey Scholarship
Mangum Scholarship
Martin Family Scholarship
Gail Newton Martin Scholarship
Leroy Martin Scholarship
Marie M. Mason Scholarship
Mr. and Mrs. W. H. Matthews Scholarship
Anna Elizabeth Liles Maynard Memorial Scholarship
Gwen & George McCatter First Family Scholarship
Wilma L. McCurdy Memorial Scholarship
Mona Blevins McGilvray Scholarship
Mary Mac Stroud McLean Scholarship
Margaret Mason McManus Scholarship
Deborah S. McNeill Scholarship
Ruby C. & Ernest P. McSwain Scholarship
Memorial Theatre Scholarship
Thomas Meredith Baptist Heritage Scholarship
Charles E. Merrill Scholarship
Everette Miller Teaching Scholarship
Charles S. Mitchell Scholarship
Mull-Jackson-Mellette First Family Scholarship
Rebecca J. Murray Teaching Scholarship
NationsBank Corporation Teaching Scholarship
Nationwide Insurance Foundation Scholarship
The Neese Family Scholarship
Margaret Grayson Nelson Scholarship
New Bern First Baptist Church Scholarship
Jennie Reid Newby First Family Scholarship
Nancy Newlin Memorial Scholarship
Sarah Rigdell Nicholson Scholarship
Marguerite Warren Noel First Family Scholarship
North Carolina Baptist Foundation Scholarship
Mary Crawford Norwood Scholarship
Edla Adams Ogburn Scholarship
Dr. Murphy M. Osborne First FamilyScholarship
Lois Griswold Outland Art Scholarship
Gladys Blaylock Page First Family Scholarship
Margaret Faucette Parker Music Scholarship
Margaret Weatherspoon Parker Scholarship
Parker-Freeman Scholarship
Elizabeth Fleischman Patrick Scholarship
Clea & Elwood Perry Honors Scholarship
Perry-Harris English Scholarship
Larnette W. Phifer Scholarship
Carolyn Peacock Poole Scholarship
Virginia Branch Pope Scholarship
Ida Poteat Scholarship
Judge Edwin Preston & Dr. Dorothy Preston Scholarship
Helen Price/Kappa Nu Sigma Scholarship
Dr. Carlton Sylvester Prickett Scholarship
Thomas P. Pruitt Scholarship
Public Service Company of North Carolina, Inc. Teaching Fellow
Evelyn Hampton Rappaport Scholarship
Oliver Davis Revell Scholarship
Z. Smith Reynolds Foundation Scholarship
Virginia Lancaster Robertson First Family Scholarship
Virginia Lancaster Robertson Scholarship
Mark Rose Travel Scholarship
Norma V. Rose Memorial Scholarship
Ross Family Scholarship
Royster-Parker Scholarship
Ellen Amanda Rumley Memorial Scholarship
Alice Goodman Satisky and Daniel Satisky Scholarship
Margaret D. Scharger Scholarship
Senter Sisters Scholarhship
Janie Green Shearin First Family Scholarship
Sandra Graham Shelton Scholarship
Shelton Supplementary Scholarship
Louise Shingleton Shivers Scholarship for Creative Writing
Dorothy Hunt Sides Scholarship
Ruth F. Singleton Scholarship
Liz Shelton Smith-Cox Scholarship
Spelman-Crawford Music Scholarship
Lynette Glazener Spencer ScholarshipStell Sisters Scholarship
Marilyn M. Stuber Scholarship
Student Foundation Scholarship
Jane Watkins Sullivan Scholarship
Taylor Family Study Abroad Scholarship
Emma Barber Towler Memorial Scholarship
Martha Nell Tucker Science Scholarship
Myrtle King Turner Scholarship
John Graves Vann & Mary Norwood Vann Scholarship
Lucretia Dean Vick Travel Award
Wachovia Scholarship
Elizabeth Tucker Wagoner Scholarship
Irving H. Wainwright First Family Scholarship
Irving H. Wainwright Scholarship
Robbie Hedrick Walker First Family Scholarship
Martha Medlin Wardlaw Scholarship
Marian Fiske Welch Scholarship
Wescott-Daniels Memorial Scholarship
Clara Jewell Spell Westbrook Scholarship
Suzanne Ripley Weston Scholarship
Cecile Ward White Scholarship

Martha McKeel Whitehurst Scholarship
Babbitt Clay Williams Scholarship
Duvall M. Williams Scholarship
Marianne Nifong Raker Scholarship
Lena Mae Williams and Lena Stone Williams Music Scholarship
Vida Thompson Williams Scholarship
Ruth C. Wilson Scholarship
Annie C. Wamble Scholarship
Clara Young Woodall Scholarship
Erika Suzanne Woodlief Memorial Scholarship
Wyford Scholarship
Lucile Ward Yarbrough Memorial Scholarship

Non-Endowed Scholarships

BD Scholarship
Branch Banking & Trust Teaching Scholarship
Broyhill Scholarship
Carolina Power & Light Scholarship
Coca-Cola First Generation Scholarship
Farrier Sisters Scholarship
First Citizens Bank
A.J. Fletcher Music Scholarships
Golf Tournament Scholarships
Park Foundation Presidential Scholarships
Presser Music Scholarship
UPS Scholarship
Phyllis Brooks Wainwright Art Scholarship
Lettie Pate Whitehead Scholarships

Additional Scholarships

Additional scholarship opportunities are listed on the web page of the Office of Financial Assistance at **www.meredith.edu/finaid.**

Frequently asked questions about Financial Assistance

How can Meredith help me?

We can offer many solutions. If you have verified financial need, Meredith offers assistance in many forms: grants, scholarships, loans and job earnings. Meredith also offers all students the optional convenience of payment plans that allow you to spread your payments over a period of time. Please visit **www.meredith.edu/finaid** for additional information about financial assistance.

How much should I budget?

We know that the cost of attending Meredith includes more than the tuition, room and board paid directly to the College. Other expenses—books, supplies, transportation, clothing and miscellaneous personal expenses—also add to your educational costs. Meredith's estimated costs for the 2005–2006 budgets used in determining need for on-campus residents and for commuting students living with family are as follows:

Direct Costs	**On-Campus**	**Commuting**
Tuition	$19,950	$19,950
Student activity fee	$50	$50
Room and Board	$5,600	——
Total	**$25,600**	**$20,000**

Estimated Expenses	**On-Campus**	**Commuting**
Room and Board	——	$3,600
Books and Supplies	$750	$750
Transportation	$400	$400
Personal Expenses	$1,250	$1,250
Estimated Total	**$28,000**	**$26,000**

Can I receive more financial assistance at Meredith College than at a less expensive college or university?

Probably. Although your expected family contribution remains the same, your financial need varies according to the cost of the college. In contrast with a public institution, for instance, your eligibility level is higher at Meredith.

Is financial assistance renewed each year through four years of college?

It is not renewed automatically. You must submit the FAFSA each year before the priority deadline and maintain satisfactory academic progress. Each year your award will be based upon the family circumstances that you report.

What if family circumstances change?

Family circumstances change when there are increases or decreases in family income levels which will affect your eligibility for financial assistance each year. For example, a family may borrow against an IRA account (thus raising income and lessening eligibility).

If you are a part-time or an independent student, your educational costs will be figured on an individual basis, using the same approach of allowing for living expenses pertinent to your overall educational costs.

International students should contact the Office of Admissions for budget information. Since only Meredith funds, not federal or state monies, are available to foreign students, the maximum award for most qualified international students is $1,500 per year in scholarship assistance.

Contact the Office of Financial Assistance for an application and further information.

Student Life

The quality of student life at Meredith is important to the Meredith community. The college has a strong commitment to a total education that integrates academic and co-curricular experiences to further a student's personal and intellectual growth. Supporting the concept of an enriched student life program, the College provides creative residence life and commuter programs, avenues for developing leadership skills, and opportunities for full participation in campus and community affairs. The College is also celebrated for its integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

Especially exciting about student life at Meredith is the opportunity — and the responsibility — students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in college committees that consider academic programs, instructional matters, and cultural events as well as student life issues and student self-governance. To lend encouragement and support to student life, the College provides a variety of services and trained personnel through the Division for Student Development, including academic advising; admissions; dean of students; diversity programs; financial assistance; residence directors; commuter life; campus ministry; volunteer services; counseling; health services; residence life; student activities and leadership development; emerging leader seminars; career center; community resources; first year experience; orientation; international programming; and social, recreational, and cultural events.

Student Orientation

New freshmen students are invited to an Early Registration session during the early summer. At those sessions, students meet with faculty and student advisers, take placement tests, discuss courses for their first semester, and begin their transition into college life and collegiate expectations.

An in-depth and diverse program of orientation for new students and their families takes place before classes start in August and an abbreviated program for students entering in January. Included in the August orientation program are discussions on various phases of college life, changes in registration, computer orientation and distribution of laptop computers, tours of the library, fitness center orientation, and social events such as picnics and dessert in faculty homes. Through these and other activities, the orientation period provides opportunities for students to meet classmates, faculty advisers, campus leaders, and student development staff. There are also opportunities to identify college officials and their roles and to learn about student services and resources.

The Student Handbook and Activities Calendar is reviewed to help the new student learn about campus life at Meredith. Orientation sessions continue in small groups throughout the new student's adjustment to college and the community.

Cultural and Social Activities

Believing the cultural and social life of the campus to be crucial to the total development of the student, Meredith incorporates a variety of events into the college calendar. The Convocation Committee and other sponsoring organizations bring outstanding artists, lecturers, and performers to Meredith to enhance the College's academic program. Among the many such personalities Meredith students have heard in recent years are the late Dr. Alex Haley, author of *Roots*; the Hon. Jimmy Carter, former President of the United States; Dr. Jane Goodall, writer and world authority on primate behavior; Supreme Court Justice Sandra Day O'Connor; the late syndicated columnist Erma Bombeck; former United States Congresswoman Patricia Schroeder (D-Colorado); playwright Wendy Wasserstein; and journalists Judy Woodruff and Bob Edwards; and Nobel laureate Elie Wiesel.

Touring drama, music, and dance companies such as The Academy Theatre, The National Opera Company, and the Liz Lerman Dance Exchange also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a number of cultural societies in Raleigh bring talent to the area. Also, Meredith has a strong focus on dance instruction and performance, with performances each year by nationally recognized dance artists and other Meredith student, faculty, and guest performances.

Meredith students also perform in the Raleigh area and on tours. The Meredith Chorus, Meredith Chorale, and Encore! appear in concert regularly throughout the college year, and winners of the Meredith Concerto Competition appear with the Raleigh Symphony Orchestra. As an important community outreach of the Meredith Center for Women in the Arts, the Meredith Performs series offers students with interests in music, drama, and dance opportunities to acquire practical experience both in production and on stage.

The art exhibition program brings a dozen or more visual artists to the campus each year. Their work can be viewed in the Frankie G. Weems Art Gallery in the Gaddy-Hamrick Art Center, in the Rotunda Gallery of Johnson Hall, and in the first floor gallery of the Science and Math Building.

The Meredith Entertainment Association brings bands and other entertainers to the Meredith campus. A number of the College's activities sponsored by various student organizations help create Meredith traditions. Through the hilarity of Cornhuskin' and the dignity of formal occasions such as the Honor Code Ceremony, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges in Raleigh, Chapel Hill, Durham, Greensboro, and Winston-Salem offers availability to a host of cultural and social activities.

Student Honors

Honors are bestowed in various ways by Meredith in recognition of outstanding achievement. *Kappa Nu Sigma,* founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior year and full members their senior year. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected from the junior and senior classes on the criteria of constructive leadership, service to the College, and academic achievement. Outstanding freshmen are eligible for induction into *Alpha Lambda Delta,* freshman honor society. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List, the Honors Program, and a degree with distinction also recognize academic achievement.

A degree of Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 44.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas include *Psi Chi* for psychology students, *Phi Alpha Theta* for history students, *Sigma Alpha Iota* and *Pi Kappa Lambda* for music students, *Delta Mu Delta* for business students, *Beta Beta Beta* for biology students, *Kappa Omicron Nu* for human environmental sciences, *Alpha Kappa Delta* for sociology, *Alpha Delta Mu* for social work, *Sigma Delta Pi* for Spanish, *Pi Delta Phi* for French, *Pi Mu Epsilon* for mathematics students, *Alpha Epsilon Kappa* for religion and *Sigma Tau Delta* for English. Students who have achieved academic excellence are recognized for academic achievement and other accomplishments by various departments and clubs, and student leaders who have excelled are recognized in an awards program in the spring.

Student Responsibility

The faith that Meredith places in students as responsible, contributing members of the college community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and co-curricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on many college committees.

Honor System

The Honor System is the clearest example of student responsibility. Founded on the premise that dishonesty has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this violation of responsibility to the attention of that student.

Student Government Association

All students are responsible for the self-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government Association also seeks to involve all students in the academic and social life of the College.

In addition to its president, the leadership of the Student Government Association is composed of the Senate, Honor Council, Student Life Committee, Elections Board, Association of Meredith Commuters, Residence Hall Association, Diversity Committee and Women in New Goal Settings. An executive committee is composed of the student government president, a secretary, a treasurer, a freshman member-at-large and representatives from each board.

Student Regulations

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of Meredith, student and faculty committees confer with the SGA on matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*, given to all entering students on their matriculation.

Student Life Committee

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith. The committee directs attention and study to the concerns and the well-being of the students and gives consideration to social, cultural, academic, spiritual, recreational, and health needs of the students.

Student Organizations

Student-directed organizations are another means of enriching the Meredith experience. Involvement in these groups provides students with hands-on experience which can enhance what they learn in the classroom. Students are encouraged to find areas of involvement that are commensurate with their talents, interests, and abilities. Meredith students can choose from more than 90 student organizations in which to participate. Within these organizations students can serve in a variety of leadership positions and gain valuable skills that will be useful in future careers. For example, three college publications are produced by students. *The Herald*, the student newspaper, is published each week for the purpose of communicating information and voicing student opinion. *The Colton Review*, the campus literary journal, encourages creativity among the students and is published annually. The college yearbook is titled *Oak Leaves* and is published each fall. Information about the College's responsibility for student publications is found in the *2005–2006 Student Handbook and Activities Calendar.*

Students may choose to join student government, student publications, programming associations, service organizations, classes, clubs within major departments, honor societies, and religious associations. Students are responsible for coordinating many of the service projects, forums, and socials on campus and for the overall effectiveness of these organizations. For more information, contact the Office of Student Activities and Leadership Development at 919-760-8338.

Religious Life

Campus Ministry

As a reflection of Meredith's Christian heritage, the College seeks to reinforce the student's development both intellectually and spiritually. Therefore, the religious life of Meredith is crucial to its overall program.

The College provides several services that affirm the value it places on the religious dimensions of students' lives. One such service is provision of the Christina and Seby Jones Chapel as the primary site of campus worship services. The chapel also offers meeting rooms, a reading room, a meditation room for private worship, and office space for the Campus Minister. The Campus Minister is available to the college community for conversation or counseling pertaining to religious questions, religious vocations, or personal issues.

The Wednesday worship services are integral to campus life and contribute to the spirit of the community as well as to campus spiritual life. The 10 o'clock hour on Wednesdays is reserved for voluntary worship services. Other important activities in the religious life of the College are the Staley Distinguished Christian Scholar Lecture Series, the Mary Frances Preston Lectures in Biblical Studies, the Jo Welch Hull Lectures in Christian Life, and the Mary Stowe Gullick lectures in Christian Ethics. Each of these events brings scholars to the campus to address pertinent matters of faith and to talk with the students and faculty.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA) and the Campus Minister. The association seeks representatives of all faiths and denominations to serve on its council. It offers students opportunities for local ministry projects, study groups, programs, recreation, worship, conferences and retreats, and summer missions.

Volunteer Services

The Office of Volunteer Services facilitates and fosters viable collaborative partnerships with Meredith, faculty, students and the broader community. Located in the Office of the Campus Minister, the coordinator of Volunteer Services seeks to recognize and celebrate Meredith's volunteer service participants, while identifying, promoting and coordinating service opportunities for the campus community. These service opportunities challenge faculty, staff and students to develop, enhance and practice a personal ethic of volunteer service.

With a strong working relationship between the College and Raleigh's community service agencies and organizations, the Office of Volunteer Services serves as an adviser to the campus Service Council and as a resource for faculty with service learning components in their courses. As director of the MeredithReads program, the coordinator of volunteer services is a liaison to the MotherRead program and is responsible for the recruiting, training and supervising of student volunteer participants.

Meredith students seeking to expand self-understanding and eager to meet the responsibilities and challenges of volunteer service are encouraged to visit the coordinator of Volunteer Services in Jones Chapel.

Recreation

Meredith offers a variety of recreational activities for students. The Weatherspoon Physical Education-Dance Building provides excellent facilities for curricular and extracurricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and two dance studios. The Margaret Weatherspoon Parker Fitness Center is available for use by Meredith students. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a driving range, a soccer field, and a softball diamond. The Meredith Recreation Association coordinates organized intramural activities along with other special recreational events.

Intercollegiate Athletics

Meredith sponsors five intercollegiate sports, including soccer, volleyball, tennis, basketball, and fast-pitch softball. Students may participate on one or more athletic teams. Individuals who wish to try out should contact the coach of the respective sport(s) upon arrival on campus. Note: Fall sports (soccer and volleyball) begin practice during the week of freshman orientation, so it may be necessary to contact the coach during the summer prior to the beginning of the fall semester.

The Athletic Office, under the supervision of the director of Athletics, administers the organization and activities of the intercollegiate athletic program. Meredith is an active member of the National Collegiate Athletic Association (NCAA) and adheres to its policies and procedures and endeavors to uphold the operational goals of the College.

As a member of NCAA Division III, Meredith offers no athletic scholarships. Enjoyment and love of the sport, as well as team membership, serve as primary motivators for participation. Athletes follow the same academic requirements and standards as other students. To maintain eligibility, they must be in good standing with the institution, be full-time students, and abide by all rules of the NCAA.

Student-athletes will be amateurs in their sport and conduct themselves with integrity and good sportsmanship. Their behavior will, at all times, reflect the high standards of honor and dignity that characterize participation in competitive sports in the collegiate setting. Of primary concern to the intercollegiate athletics program is the welfare of the student-athletes. Reporting to an academic division of the College, the athletic program maintains the same high standards required of all departments and the same commitment to the education and personal development of student-athletes.

Residence

Seven residence halls are available for on-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. All residence halls are air-conditioned. Each room is equipped with cable television, a telephone jack and voice mail. Residents enjoy internet access through wireless technology.

Freshmen will be assigned to Poteat, Heilman or Barefoot, and transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be given to the director of residence life by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to new students in the early part of July.

Upperclass students serving as resident assistants live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their floors. Upperclass students also serve as resident assistants in the other residence halls. Three residence directors live in the freshman residence halls, and two other residence directors live in the upperclass halls.

Campus residence halls are a living/learning environment which provide a supportive community for student development. Traditional-aged students are encouraged to take advantage of the opportunity for building friendships, developing interpersonal and communications skills, and participating in programs and activities that are part of the residential living experience.

- Freshman and sophomore students under the age of 23 must live in the residence halls or reside with their parents, husbands, or (with special permission) another close relative. Freshman and transfer students who enter the College over the age of 21 may apply to live off campus. Housing contracts are for the entire academic year (fall and spring semesters).
- Continuing juniors and seniors with at least a 2.0 GPA may apply to live off campus by a designated deadline, usually in March. Students must have at least 60 hours or have resided four semesters in the residence halls. Transfer students who meet established eligibility requirements as stated on the transfer application for admission may apply as commuting students under the off-campus housing option. Juniors and seniors should note that housing contracts are for the entire academic year (fall and spring semesters).
- Resident students must be enrolled as full-time (at least 12 hours) students while living in the halls. If a student drops below full-time, she will not be eligible to live on campus unless approved by the dean of students.
- Campus housing is available to undergraduate degree-seeking students under the age of 23. Housing is not available to students 23 or older unless they entered Meredith prior to the age of 21 and are completing a continuous undergraduate four-year program. In 2005—2006 Residence Life is offering a pilot program to full-time undergraduate students over 23 who want to live in residence halls. Students who enroll between the ages of 21 and 23 may submit a request to the director of residence life for consideration of an extension of on-campus accommodations. International students, 23 or older, enrolled in an undergraduate degree program may request special consideration for on-campus housing.
- Students interested in housing during summer terms must check with the Office of Residence Life for housing options and stipulations.
- On-campus students have the cost of health services and meals in the dining hall included in their payment for room and board. Students who live off campus must pay a health fee in order to receive services from the Health Center. Students who live off campus must pay for any meals eaten in the dining hall.
- Residential policies will be reviewed annually.

Commuter Student Life

Commuter students enjoy a variety of programs planned throughout the year to meet the needs of those who commute to campus each day and to assist them in becoming part of the total campus community. Lounges on the second floor of Cate Center provide space for commuter student rest, study, and relaxation. Cate is a center of commuter student activity and communication; there are commuter workstations, mail pockets, telephones, computers with wireless technology and e-mail access, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar, the Bee Hive, and vending areas of Cate Center. Belk Dining Hall also serves as a convenient source of food for both commuter and resident students.

Health Care

Health care is under the general direction of the director of Health Services. The Health Center is served on a regular basis by a local physician, with registered nurses on duty from 7:00 a.m. to 7:00 p.m. Monday –Thursday and 7:00 a.m. to 5:00 p.m. on Fridays. The college physician has designated office hours in the Health Center when students may see her. Only minor illness and emergencies are treated in the Health Center. Major illnesses are referred to specialists located off campus. The physician and nurses seek to prevent illness by informing students about good health practices.

Counseling

Academic Advising

The College provides guidance to students in the planning of their individual academic programs under the general direction of the Office of Academic Advising located in the Park Center. *See page 35 for further details.*

Career Planning

The Career Center, located on Second Floor Park Center, offers career counseling, educational programs, and resource information to Meredith students and alumni. Trained counselors help students begin the process of self-discovery by identifying their interests, abilities, and values through individual appointments, assessments, and the use of career information. For-credit career planning classes are taught during the academic year. As students declare their majors, the Career Center provides opportunities for gaining relevant work experience through Cooperative Education. Assistance is available in developing resumes, preparing for interviews, locating graduate/professional school information, and discovering job market trends. Services for graduating seniors include specialized workshops, on-campus interviews, and a web-based career system for posting resumes and viewing job openings. Career fairs during the fall and spring semesters provide an opportunity for students to make direct contact with employers. The Center is open from 8:00 a.m.–5:00 p.m. with evening hours available. To schedule an appointment, call 760-8341 or stop by the office.

Counseling Center

The Counseling Center offers individual and group counseling to students with concerns of any kind—social, emotional or academic—with counselors who are degreed and licensed. All counseling services are free and confidential. The Center also works with students with disabilities and their faculty. In addition to counseling services, the Counseling Center offers psychological consultation, and general referral services. The Counseling Center offers an eating disorder and a depression/ anxiety screening day. During the Fall and Spring semesters the center provides the community with a counselor on call to assist in crisis situations. The counselor on call can be accessed by calling Campus Police at 760-8888. Ultimately, services for acute psychological crises are provided by local hospitals. Students are encouraged to call any time or stop by between 8 a.m. and 6 p.m. Mon.–Thurs. and between 8 a.m. and 5 p.m. on Fridays to make an appointment. The Counseling Center is located on the first floor of Carroll Hall next to the Health Center.

Disability Services

Disability counselors in the Counseling Center provide, arrange, and coordinate accommodations for students in courses, programs, services, activities, and facilities. The staff maintains disability-related documents, certifies eligibility for services, determines reasonable accommodations and develops plans for the provision of such accommodations for students with disabilities.

Meredith College's goal is to create an accessible community where people are judged on their abilities, not their disabilities. The staff strives to provide individuals with the tools by which they can better accomplish their educational goals.

In post-secondary settings, it is the student's responsibility to request accommodations, if desired. Students are encouraged to contact the Disability Services office at 760-8427 or **disabilityservices@meredith.edu** for an appointment. It is important to remember that not every student with a disability needs an accommodation. It is equally important to remember that even though two individuals may have the same disability, they may require different accommodations.

Freshman Discovery Series and First-Year Experience Class

All freshmen are expected to attend Freshman Discovery twice during the fall semester. These sessions help students cope with issues that may arise while they are in college. In addition, freshmen are encouraged to enroll in a section of the First-Year Experience class, intended to help each participant make a successful transition to the academic and personal demands of life as a college student.

Student Oranizations

Student Organizations: Opportunities for Involvement

Meredith College offers a wide variety of clubs, service organizations, and honor societies for students. Membership in some of these clubs is open to all interested students. In others, it is restricted to those students who take certain subjects or meet particular requirements. For more information, contact the Office of Student Acrivities and Leadership Development.

Student Government Association

- Executive Committee
- Association of Meredith Commuters
- Diversity Committee
- Elections Board
- Honor Council (and Review Board)
- Residence Hall Association
- Senate
- Student Life Committee
- WINGS (Women in New Goal Settings)

Publications

- Publications Board
- *The Colton Review* (literary magazine)
- *Meredith Herald* (newspaper)
- *Oak Leaves* (yearbook)

Programming Associations

- Campus Activities Board
- Association for Cultural Awareness
- Meredith Entertainment Association
- Meredith International Association
- Meredith Recreation Association

Religious Associations

- Interfaith Council
- Association for the Understanding of Religious Awareness
- Campus Crusade for Christ
- Catholic Community of Meredith College
- Chi Alpha Christian Fellowship
- InterVarsity Christian Fellowship
- Meredith Christian Association

Service Organizations

- Service Council
- Circle K
- Meredith College Junior Woman's Club
- Philaretian Society

Class Council

- Freshman Class
- Sophomore Class
- Junior Class
- Senior Class

Clubs

- American Choral Directors Association
- American Institute of Graphic Arts
- American Society of Interior Designers
- Angels for the Environment
- Artists' Alliance
- Barber Science Club
- Canaday Math and Computer Science Club
- College Democrats
- College Republicans
- Collegiate Music Educators National Conference
- Colton English Club
- Communication Club
- *Die Reblaus* German Club
- Disability Support Organization
- Extra Theatre Company
- History and Politics Club
- *La Societa Italiana* Italian Club
- *La Tertulia* Spanish Club
- *Le Cercle Francais* French Club
- Mae Grimmer Granddaughters' Club
- Meredith Accounting Association
- Meredith Advocates for Young Children
- Meredith Association of Pre-Health Profession Students
- Meredith College Association of Family and Consumer Sciences
- Meredith Fashion Association
- Meredith-N-Harmony
- Meredith Nutrition and Wellness Club
- Model United Nations
- *Pi Sigma Epsilon*
- Psychology Club
- Social Work Club
- Society for Human Resource Management
- Sociology Club
- Spectrum
- Sports Science Association
- Student-Athlete Advisory Committee
- Student Business Advisory Board
- Student Foundation
- Student NC Association of Educators
- White Iris Circle

Honor Societies

Alpha Lambda Delta, Alpha Psi Omega, Beta Beta Beta, Delta Mu Delta, Kappa Nu Sigma, Kappa Omicron Nu, Lambda Pi Eta, Phi Alpha, Phi Alpha Theta, Phi Lambda Upsilon, Pi Delta Phi, Pi Kappa Lambda, Pi Mu Epsilon,, Pi Sigma Alpha, Psi Chi, Sigma Alpha Iota, Sigma Delta Pi, Sigma Tau Delta, Silver Shield, *Theta Alpha Kappa*

Academics: Policies and Procedures

Overview of Academic Requirements

Meredith College requires that students complete a minimum of 124 semester hours in order to earn a baccalaureate degree. A grade point average of 2.0 or higher must be achieved for all courses attempted, all courses attempted at Meredith and all courses taken at Meredith in the major field. A student's program of study includes 51–67 semester hours of general education courses *(pages 54–55)* and all courses required in at least one major field *(page 57)*. Major field requirements range from 30 to 70 semester hours; some have concentrations, which give focus to the major field. Remaining credit hours may be earned in teaching licensure, a second major, minors, or with elective courses in areas of interest. Both general education and major field requirements for the Bachelor of Music degree are unique to that program *(page 101)*.

This section defines requirements and outlines policies that govern a student's progress toward a degree. *Descriptions and requirements of specific academic programs begin on page 58.*

Types of Degrees

Undergraduate degrees offered by Meredith include the Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, and Bachelor of Music, with majors in the following areas:

Bachelor of Arts		
American Civilization	French	Psychology
Art Education	Graphic Design	Public History
Biology	History	Religion
Chemistry	International Studies	Sociology
Communication	Mathematics	Spanish
Dance	Music	Studio Art
Economics	Musical Theatre	Theatre
English	Political Science	Women's Studies
Environmental Studies	Pre-Art Therapy	

Bachelor of Science	
Accounting	Exercise and Sports Science
Biology	Family and Consumer Science
Business Administration	Fashion Merchandising and Design
Chemistry	Foods and Nutrition
Child Development	Interior Design
Computer Information Systems	International Business
Computer Science	Mathematics
Bachelor of Social Work	
Social Work	
Bachelor of Music	
Music Performance	Music Education

The Bachelor of Music with a major in performance or music education is a professional degree built on a liberal arts base. This degree prepares the student for a career in teaching or performance Its requirements differ from those of other Meredith degrees. *See page for 104 a listing of requirements.* Preparation for teaching includes any Meredith major plus teaching licensure offered by the School of Education. *See page 77.*

Second Baccalaureate Degrees

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith or another institution or by a student currently working on her first baccalaur ate degree at the college. The following conditions must be fulfilled by the student who wishes to receive a second and different baccalaureate degree:

1. She must meet all the requirements for the second degree.

2. She must comply with a minimum of 31 hours in residence beyond requirements for the first degree.

Generally the same degree will not be awarded twice. However, a student who holds a bachelor's degree from another institution may be awarded the same baccalaureate degree if the following conditions are met:

1. The field of study is different from that of the first degree. This requirement is subject to approval by the vice president for academic affairs and the Academic Council.

2. The student has met all Meredith degree requirements, including general education and major requirements.

3. The student has completed a minimum of 31 credit hours at Meredith.

A student working on a second baccalaureate degree shall be classified academically as a senior.

Another option for current or prospective students is a second major or minor. Either of these can be earned by completing the courses and credit hours required. *For admissions requirements and procedures, see page 10.*

Choice of Catalogue

The catalogue for the year in which a student enters Meredith College governs the degree requirements during her period of enrollment. She may elect to follow degree requirements published in that or any subsequent catalogue in force during her period of residence. A student accepted for re-admission to the college after an absence of more than a year will comply with the degree requirements of the catalogue under which she is readmitted or a subsequent catalogue. The student will be considered "in residence" during the semester in which the student withdraws officially from the College or is approved for leave of absence. Exceptions may be necessary in order to conform to standards of outside accrediting agencies. The Meredith College Catalogue does not serve as a contract of any kind.

Academic Planning and Advising

Upon entering Meredith, a student is assigned an academic adviser who will work collaboratively with her to plan course schedules and explore her academic goals and interests. Freshmen advisers are well versed in general education requirements and familiar with campus resources and support systems. They can provide detailed curriculum guides for all available majors. Questions about academic advising should be addressed to the Office of Academic Advising at 919-760-8059.

Although some enter Meredith with a major in mind, students more typically explore a number of options before choosing a direction. First year students usually enroll in general education courses and entry-level courses in fields of interest. During this time they consult with academic advisers and other faculty and staff to create a plan of study.

Once a student declares a major, she is assigned an academic adviser in that field. This adviser will assist the student in planning her course work until graduation. At the end of the junior year, the student and her adviser will conduct a graduation check. Ultimate responsibility for fulfilling graduation requirements rests with the student.

Selecting a Major

A **major** is a program of approved courses and experiences that allows a student to pursue in-depth study in a discipline, or in an interdisciplinary curriculum, in order to advance her knowledge and understanding of the content and tools of that field of study. Established majors described in this catalogue, as well as a contract major option, are available. A major prepares students for graduate study and, in some instances, it may have a career oriented or pre-professional focus. The major field is listed on a student's transcript, along with the degree that is conferred.

A major requires a minimum of 30 semester hours and a maximum of 70 hours (including prerequisite courses). A major may exceed 70 hours for a professional degree or when mandated by an accrediting or licensing agency. At least 35 per cent of the credit hours required for a major must be taken in courses designated by the department as upper level.

A major may also require specific courses outside of the department or school offering the major. In such cases these related courses are considered part of the total hours required for the major.

A **concentration** is an area of specialization within a major designed to focus on a specific content area and/or provide a career-oriented component. Schools and departments offer concentrations when the discipline or field of study is particularly broad and students may wish to develop a significant degree of expertise in a particular area of the major field. A concentration requires a minimum of 18 semester hours and will consist of no more than 50% of the courses which are required for the major except when an accreditation or licensure agency or the professional standards of the discipline mandates a different allocation of those hours. A concentration is listed on the student's official transcript as part of the major field of study, along with the degree conferred.

ENG 090, MAT 090, and 100 level foreign language courses are not considered prerequisites and are not part of the major hours. A major may require (or present as an option) a concentration within the discipline or have a co-requirement of a minor.

A student may complete up to two years of study at Meredith before declaring a major. Although encouraged to explore various options during this time, she should talk with her adviser about course sequences and offerings in her areas of interest. A late declaration of major can put a student behind in some disciplines.

Those wishing to pursue teaching licensure should begin required course work in that area at the beginning of the sophomore year.

Applying for a Contract Major

The **contract major** option allows the highly focused and motivated student to design a unique course of study. Students wishing to combine course work in several disciplines or pursue a specific topic in depth within or across disciplines may want to consider this option. A grade point average of 2.5 or better is recommended for students who propose a contract major.

There are two types of contract majors:

1. Departmental – Departmental majors include mainly courses within the respective department or school, but may include supporting courses from other disciplines.

2. Interdisciplinary – Interdisciplinary majors, other than those listed among the regular majors, may be pursued by a student through one of the academic departments or schools.

In most cases, a department or school will design these majors according to the following guidelines: **(a)** a minimum of 36 semester hours; **(b)** a unifying theme; **(c)** a core discipline of 18-21 hours and two additional related disciplines or 12 hours from each of three separate disciplines; and **(d)** a three-hour senior project.

All contract majors require a substantial number of upper level courses. Requests for CRC and transfer credit in the contract major will follow Meredith College guidelines. Normally, a contract major must be considered and approved by the Curriculum Committee and the Academic Council no later than the junior year. Students who pursue a contract major will be expected to assess how each course taken, as part of the major, serves the purpose of the contract major.

A student interested in this option meets with her adviser(s) to design the contract major proposal for submission to the Curriculum Committee. The contract major proposal must be submitted to the Curriculum Committee using the format outlined on the "Proposal for a Contract Major" form available in the registrar's office. The proposal and supporting documentation must be submitted one week before a Curriculum Committee regular meeting. All contract major proposals for the next year must be considered before the second February meeting of the Curriculum Committee. Proposals approved by the Curriculum Committee are sent to Academic Council for final approval.

Minors

A **minor** allows a student to pursue an area of interest in addition to her major by completing an approved course program in another academic discipline or related disciplines. Structured minors are available in most departments and schools. In addition, the college offers several interdisciplinary minors. In general, a minor is optional, although certain majors have a co-requirement of a minor as outlined in the major requirements. A minor is listed on the student's official transcript.

A grade point average of 2.0 or higher must be achieved for all courses taken at Meredith in a student's minor. Minors require a minimum of 18 semester hours, with study in upper division courses. Of those hours, 9 semester hours must have been completed at Meredith.

Applying for a Contract Minor

Students may develop and propose a contract minor with the support of a department or school according to the following guidelines: **(a)** contract minors will have a minimum of 18 and a maximum of 24 semester hours; and **(b)** contract minors will be comprised of courses that have a unifying theme. Contract minors are subject to the same procedures for review and approval as contract majors. *(See above)*

Declaring a Major and Minor

A student may declare a major by consulting with the department head or other faculty in her chosen field of study and submitting a Declaration of Major form to the Office of the Registrar. She follows the same procedure for declaring a minor: consulting with the program head or administrator, filing a Declaration of Minor form with the Office of the Registrar.

The Family Educational Rights and Privacy Act

FERPA, the Family Educational Rights and Privacy Act of 1974, is a federal law requiring Meredith College to protect the confidentiality of student educational records. Meredith College has adopted the policies outlined below to comply with the law, to inform students of their privacy rights, and to maintain the protection of student educational records.

Although student educational records are protected, Meredith College is not required to protect information that is classified as "directory" information. Meredith College has the right to release the following directory information without a student's prior consent.

- Name, address, telephone number, e-mail address
- Date and place of birth, and country of citizenship
- Dates of attendance, academic major, degrees and awards received
- Institutions attended
- Weights and heights of athletic team members
- Participation in sports and activities
- Student photographs

Any student who would like her directory information protected under the same guidelines as educational records should submit a written request to the following offices: the registrar's office for undergraduate students, the graduate office for graduate students and the School of Education for licensure only students. This written request must be submitted to the appropriate office by the 20th classroom day of the Fall or Spring semester. It is not retroactive.

Students have the right under FERPA to inspect and review their education records and to appeal to the appropriate office to have any incorrect information corrected. Student also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by Meredith to comply with the Act.

Registering for Courses

Registration Materials

Registration instructions and class schedules are available from the Registrar's office approximately three months before a term begins. After a student is registered, schedule changes are handled through the registrar's office.

Shortly after mid-semester, students in good financial standing may pre-register for the following term. Schedules may be adjusted during the drop/add period — the first five days of the semester.

Course Load and Overloads

The student wishing to graduate in four years should take 15–16 hours per semester. A full-time course load ranges between 12 and 18 hours. Students on probation should read the section on Satisfactory Progress, Retention and Suspension for their course load guidelines. A student who wishes to take a course overload of more than 19 hours must have written permission from the vice president of academic affairs. A student seeking overload permission may take no more than 9 hours of half-semester courses.

Advising in the Major Field

Once a student declares a major, she is assigned an academic adviser in that field. This adviser will assist the student in planning her course work until graduation. At the end of the junior year, the student and her adviser will conduct a graduation check. Ultimate responsibility for fulfilling graduation requirements rests with the student.

Dropping and Adding Courses

A drop-add period running for the first five days of each semester offers an opportunity to make adjustments to the class schedule.

Classification

Students are classified by year of study on the following basis:

Classification	Semester hours completed
Freshman	1-25
Sophomore	26-59
Junior	60-89
Senior	90 and above

Credit options and restrictions

In addition to credit earned in scheduled courses at Meredith, students have a number of options for earning and transferring course credit and pursuing alternate educational experiences. These options are listed below.

Transfer Credit

Candidates for a degree at Meredith College may transfer credit from colleges offering programs accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association. The candidate will receive credit for the courses acceptable for an undergraduate degree at Meredith for which she has received a grade of "C" or better.

With the exception of physical education and dance activity courses, pass/fail courses accepted for transfer will not count toward major or general education requirements.

Work from other institutions accepted for transfer to Meredith College will be converted to the Meredith credit standards. Transfer credits are recorded in semester hours and are evaluated with letter grades "A" through "C" on a 4.0 scale.

Plus/minus grades will be adjusted to letter grades only. Credits not adaptable to the Meredith grading system will be accepted as pass/fail.

Transferred credits will be counted toward general education requirements only with the approval of the Director of General Education. Transferred credits will be counted for requirements of a major or minor only with the approval of the appropriate department head or dean. Likewise, credits earned 10 or more years prior to application will be evaluated under consultation with the department head or appropriate dean.

Advanced Placement Credit

Advanced placement and credit are available to admitted students in approved Meredith programs through several avenues

- Advanced Placement Examination of The College Board (AP);
- College-Level Examination Program test (CLEP);
- International Baccalaureate examination (IB);
- Meredith College departmental tests; and
- course credits recommended by the American Council on Education and approved by the Meredith registrar.

Details of Meredith's AP, CLEP and IB policies are listed in the tables on the following pages.

Transcripts of credits may be presented for evaluation as part of an admissions package or, in the case of enrolled students, to the registrar.

Credit Opportunities for High School Advanced Placement Courses

AP Exam	Score	Hours Granted	College Courses Satisfied
Art History	3,4,5	3	Art History
Art Studio	3,4,5	3	Studio Art Elective
Biology	3.4.5	4	Biology 101, 141
Chemistry	3	4	Chemistry 111, 141
	4,5	8	Chemistry 111, 141, 112, 142
Computer Science A	3,4,5	4	Computer Science 101
Computer Science AB	3,4,5	7	Computer Science 101, 212
Economics —Macroeconomics	3,4,5	3	Economics 100
Economics—Microeconomics	3,4,5	3	Economics 101
English Language & Composition	3	3	Elective (not general education requirement)
	4,5	3	English elective OR placement in Advanced Composition and credit for English 111
English Literature & Composition	3	3	English elective
	4,5	3	One course in English, American or World Literature
Environmental Science	3,4,5	4	General Education lab science
French Language	3	3	French 205 or 206
	4,5	6	French 205, 206
French Literature	3	3	1 300-level French literature class
	4,5	6	2 300-level French literature classes
German Language	3	3	German 205 or 206
	4,5	6	German 205, 206
Government & Politics, Comparative	3,4,5	3	Politics 204
Government & Politics, United States	3,4,5	3	Politics 100
History —European	3,4,5	3	History 102
History —United States	3,4,5	3	History 214 or History 215
Human Geography	3,4,5	3	General Education behavioral and social science
Latin/Literature	3	3	1 300-level course
	4,5	6	2 300-level courses
Latin/Vergil	3	3	Latin 205 or 206
	4,5	6	Latin 205, 206
Mathematics—Calculus AB	3,4,5	4	Mathematics 211
Mathematics—Calculus BC	3,4,5	8	Mathematics 211, 212
Music Theory	3,4,5	3	Music 100
Physics B (General)	3	4	Physics 211, 241
	4,5	8	Physics 211, 241, 212, 242
Physics C (Mechanics)	3,4,5	4	Physics 211, 241
Physics C (Electr. and Magnetism)	3,4,5	4	Physics 212, 242
Psychology	3,4,5	3	Psychology 100
Spanish Language	3	3	Spanish 205 or 206
	4,5	6	Spanish 205, 206
Spanish Literature	3	3	1 300-level Spanish literature class
	4,5	6	2 300-level Spanish literature classes
Statistics	3,4,5	3	Mathematics 245

Meredith College International Baccalaureate Policy

IB Subject	Min. Score Accepted	Semester Hours Awarded	Meredith Equivalent
Art/Design Option A (Studio Work) *Subsidiary Level*	5	3	Studio Art elective
Art/Design Option B (Research Workbook) *Subsidiary Level*	5	3	Art elective
Art/Design Option A&B *Higher Level*	5	6	3 credits Studio Art 3 credits Art elective
Biology *Higher Level*	5	4	BIO 101/141
Business & Organization *Higher Level*	5	6	6 hours toward business major
Chemistry *Subsidiary Level*	5	4	CHE 111/141
Chemistry *Higher Level*	5	8	CHE 111/141, CHE 112/142
Classical Languages *Subsidiary Level*	5	3	Aesthetics and Art elective
Classical Languages *Higher Level*	5	6	Aesthetics and Art elective
Computer Science *Higher Level*	5	3	Computer Science elective
Economics *Higher Level*	5	6	ECO 100/101
English (Language A1) *Higher Level*	5	3	Literature elective
Environmental Systems	5	4	Biology elective, Lab science
French *Subsidiary Level*	5	3 after completion of 6 hours at Meredith	
French *Higher Level*	5	6 after completion of 6 hours at Meredith	
Geography *Subsidiary Level*	5	3	Behavioral & Social Science elective
Geography *Higher Level*	5	6	Behavioral & Social Science elective
German *Subsidiary Level*	5	3 after 6 hours at Meredith	
German *Higher Level*	5	6 after 6 hours at Meredith	
History *Higher Level*	5	3	History elective
History of the Islamic World *Higher Level*	5	3	History elective
Information Technology in a Global Society	5	3	Elective towards graduation
Mathematical Methods *Subsidiary or Higher Level*	5	3	Mathematics elective
Mathematics *Higher Level*	5	7	MAT 144, MAT 211
Advanced Mathematics	5	3 or more	See dept. for credit determination
Music *Subsidiary Level*	4	2 or 3	MUS 214 (3), MUS 215 (2)
Music *Higher Level*	5	3	MUS 100
Philosophy *Higher Level*	5	3	Philosophy elective
Physics *Subsidiary Level*	5	4	PHY 211/241
Physics *Higher Level*	4	8	PHY 211/241, PHY212/242
Psychology *Higher Level*	5	3	Psychology elective
Social Anthropology *Higher Level*	4	3	SOC 260
Spanish *Subsidiary Level*	5	3 after 6 hours at Meredith	
Spanish *Higher Level*	5	6 after 6 hours at Meredith	
Theatre Arts *Subsidiary Level*	4	3	THE 114
Theatre Arts *Higher Level*	5	3	THE/ENG 350

College Level Examination Program (CLEP) Examination

CLEP Examination	Min. Score Accepted	Amount of Credit Granted	Equivalent Course(s)
Business			
Accounting, Principles of	50	6	ACC 230, 231
Business Law, Introductory	50	3	BUS 340
Information Systems & Computer Applications	50	3	
Management, Principles of	50	3	BUS 240
Marketing, Principles of	50	3	BUS 260
Foreign Languages			
French, Level 1	50	3	FRE 101
German, Level 1	50	3	GER 101
Spanish, Level 1	50	3	SPA 101
History & Social Sciences			
American Government	50	3	POL 100
Educational Psychology, Introduction to		NONE	
History of the United States I: Early Colonizations to 1877	50	3	HIS 214
History of the United States II: 1865 to the Present	50	3	HIS 215
Human Growth & Development		NONE	
Macroeconomics, Principles of	50	3	ECO 100
Microeconomics, Principles of	50	3	ECO 101
Psychology, Introductory		NONE	
Social Sciences & History	50	3*	
Sociology, Introductory		NONE	
Western Civilization I: Ancient Near East to 1648	50	3	HIS 101
Western Civilization II: 1648 to the Present	50	3	HIS 102
Composition & Literature			
American Literature		NONE	
Analyzing & Interpreting Literature		NONE	
Composition, Freshman		NONE	
English Composition (with or without essay)		NONE	
English Literature		NONE	
Humanities	50	3*	
Science & Mathematics			
Algebra	50	3	MAT 141
Algebra-Trigonometry	50	3	MAT 144
Biology		NONE	
Chemistry	50	6	CHE 111, 112
Calculus with Elementary Functions	50	3	MAT 211
College Mathematics	50	3*	
Natural Sciences	50	3*	
Trigonometry	50	3	MAT 143

**Student must complete a course at Meredith in the same department or area with a grade of at least a "C "before receiving CLEP credit. When the student has completed the Meredith course, she must write the Office of the Registrar indicating that the course has been completed and requesting that the advanced placement credit be added to her academic record.*

Visitation Credit

A student may elect to study for a single semester at another college or university while retaining her status as a Meredith student. This arrangement allows het to return to Meredith the following semester without having to apply fot re-admission. Applications for this option are available in the Office of the Registrar. These arrangements must be completed before the student begins her study at another institution.

Cooperating Raleigh Colleges

Meredith, Peace, and Saint Augustine's Colleges, St. Mary's School and North Carolina State and Shaw Universities form a consortium through which they provide their collective educational resources to students at each of the six institutions. Under this agreement full-time Meredith students may take collegiate-level courses at any of the other campuses in the consortium. These courses are used for general enrichment, to strengthen particular majors, to enhance career training, and, in certain situations, to earn an additional major or degree. Web-based and video courses at North Carolina State University are not included under the CRC agreement.

A student may take up to three courses per year during the fall and spring semesters through the CRC agreement. She may not take courses available at Meredith, except in unusual circumstances. The approval process begins with the student's academic adviser and requires approval from the head of the respective department or school. A CRC Application form is available in the Office of the Registrar. Approval is subject to space availability, as determined by the host institution.

Academic Council receives written appeals from students whose requests have not been approved under the stated process.

Special Studies

A student may expand her curriculum beyond the courses in the catalogue by using several options available under the Special Studies Program. Special studies courses may be proposed by students or faculty. They require approval by the head of the department or school which grants the credit as well as the School Dean for the department. Up to four credit hours may be earned in a special studies course, and the option may be pursued on multiple occasions. Options are listed below, accompanied by their course numbers. The course prefix is that of the sponsoring academic program:

Independent Study (910)

- A program of study involving a minimum of guidance and allowing truly autonomous study.

Directed Individual Study (920)

- An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidnnce is provided by the instructor.

Community Internship (930)

- An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

Group Study (940-949)

- A course on special topic which is not already offered in the curriculum. Approval is granted on a one-semester basis.

With the exception of group study, which is listed in the schedule of courses, the special studies options listed above require a Special Studies form, available in the Office of the Registrar. The completed form must be submitted to the registrar's office by the end of the drop/add period.

Special studies courses may be designated Pass/Fail by those responsible for approving them. A student may elect these in addition to her P/F options *(see page 45).*

Undergraduate Research Courses

Academic credit for undergraduate research may be earned in several departments in the following categories:

299 Introduction to Research — Open to freshmen and sophomores who have an interest in the indicated discipline and who would like to work with a faculty member on a project involving research in the discipline. May be repeated up to a total of 6 semester hours.

498 Honors Thesis — Open to seniors in the Honors Program and/or Teaching Fellows Program who will formulate and execute an original research project at an advanced level. Maximum credit provided is 4 semester hours.

499 Research — Open to junior and senior majors or others by permission. For students who have an interest in working with a faculty member on an original research project at an advanced level. May be repeated up to a total of 6 semester hours.

Undergraduate research courses are governed by the following guidelines and procedures:

The numbers 299, 498 and 499 are reserved for research courses at the undergraduate level in each department and discipline. These numbers will not be used by other course offerings.

Each course numbered 299, 498 or 499 can provide up to a maximum of 4 semester hours of credit.

Courses numbered 299 or 499 may be repeated for credit. However, students registering for 299 and/or 499 may receive no more than a maximum total of 6 semester hours of credit toward graduation for each 299 and 499.

Students may receive no more than a maximum total of 12 semester hours of credit toward graduation in courses numbered 299, 498 and 499.

Students registering for 299, 498 and 499 courses are required to fill out a form providing information in their research projects available in each department office and in the registrar's office. The completed forms will be maintained in the Office of the Registrar.

Courses labeled 299, 498 and 499 may only be taken for a letter grade.

The total amount of credit will vary for each research project depending on the nature of the work, the research project, and the amount of time spent on the research. A minimum of 3 hours of research work each week per semester hour of credit is a requirement.

Summer Study

Meredith conducts a summer session in which courses are generally taught over a three-week term, with a student taking only one course per term. In addition, some courses are taught for six weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an inter-institutional course. Fees will be paid by the student at the other Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Office of the Registrar. She secures for specific courses written approval of her adviser, the appropriate department or school head, and the registrar. The student may exercise the pass/fail option for a course. This option must be approved prior to taking a course. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

Meredith degree candidates taking courses at another institution must make a grade of "C" or better for the course to transfer to Meredith.

Correspondence Credit

A maximum of six credit hours may be allowed for correspondence courses on which a grade of C or higher is earned. Written permission must be granted by the student's adviser, the head of the department involved, and the registrar.

Credit for Extra-Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may wish to seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department or school head to decide upon any credit given. In some cases, departmental or school examinations will be used for determining the maximum amount that may be awarded for extra-institutional instruction. To apply for credit, the student should contact the Office of the Registrar.

Residence Credit Requirements

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who plans to study abroad in her senior year, completing 15 of her last 30 hours at Meredith will suffice if approved by the International Studies Committee. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the inter-institutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A transfer student from a regionally accredited institution must complete at least 31 hours at Meredith. If a transfer student enters from a two-year institution, she must complete at least 58 hours from accredited four-year institutions.

A student who has a bachelor's degree from another institution and wishes to receive professional licensure at Meredith in teacher education or social work must complete 31 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in her major, subject to the approval of the department or school. A student transferring with senior classification will be expected to take at Meredith at least nine hours in her major, subject to the approval of the department or school.

Credit in Music

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. *(See pages 156–157 for list of ensemble courses.)*

Credit in Physical Education and Dance

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education and/or dance activity courses. Exceptions to the maximum of eight hours are made for students majoring or minoring in Exercise & Sports Science or Dance, and must be approved by the head of the Department of Health and Physical Education and by the vice president for academic affairs or the registrar. When the general education/ physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

Cooperative Education

Cooperative education offers sophomore, junior, and senior students the opportunity to relate their classroom learning to work experience. Through supervised career-related employment, participants explore careers, integrate theory with practice, and examine future job opportunities. Employment with cooperating companies and agencies is coordinated and approved by the Meredith Career Center. Participants complete both work and academic assignments for evaluation. One to four hours of academic credit may be earned for each work experience. Up to eight hours of cooperative education credit may be applied to the 124 hours required for graduation.

Auditing Courses

Auditing is an arrangement under which a student participates in but does not earn credit for a course. Audits may be arranged on the first meeting day of the course. Forms are available in the Office of the Registrar.

Full-time degree students may audit a course upon the approval of the course instructor and the registrar. The course becomes part of the student's course load and is listed on her permanent record.

A course must be designated for audit within the first 20 days of the semester. Any audited course may be dropped in the same manner as other courses. If the student withdraws from the audited course or does not satisfy the instructor's stated expectations for the audit, the grade of NA will be given.

Repeated Courses

A student may repeat a course in order to improve her grade. She should do so in the semester following the first attempt or as soon as the course is offered again. If she repeats the course at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat a Meredith course at another college; grades for courses repeated elsewhere will not improve the Meredith quality point ratio.

Corequisites

A corequisite is a supplementary component of a course. Examples include laboratories or practica requirements. Corequisites are listed in the course schedule book. The student must register for corequisites concurrently with the course registration and complete all requirements of each in order to fulfill the graduation requirements of the college. If the student fails either component of the corequisite, she must retake only the one she did not pass. If the student drops either component during the drop/add period, she must drop both components.

Developmental/Remedial Courses

Developmental or remedial courses are offered in some subject areas for students needing additional preparation for college-level work. These courses are numbered lower than 100, are taught for pass/fail grading and do not count in the credit hours earned toward graduation. Developmental/remedial courses are included in a student's semester load, but they do not count in her overall or Meredith average, and they are not included in hours counted for Dean's List. These rules do not apply to applied music (MUA) courses numbered lower than 100, which are taught for credit and do count as hours earned toward graduation.

Academic Recognition and Graduation

Dean's List

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.5 grade point average appear on the list. To qualify for this honor, students must have completed at least 12 credit hours during the semester, including courses at other Cooperating Raleigh Colleges. An F or I grade disqualifies a student for the Dean's List for that semester.

Graduation

Students may graduate in May, August, or December. Seniors who expect to graduate must register their intention in the office of the registrar. Those who plan to graduate in May or August must file by December 1; December graduates file by May 1. Students who plan to complete work at Cooperating Raleigh Colleges or other colleges in the semester of the desired commencement program must indicate this plan when they file for graduation.

Graduation with Distinction

The degree of Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

A. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.

1. **Meredith credits** — all courses taken at Meredith.
2. **Total credits** — all courses taken at any institution, including Meredith.

B. For students graduating in May 2005 or after, graduation with distinction will be based on achieving the following grade point averages for all work counted toward graduation: 3.5–cum laude; 3.7–magna cum laude; 3.9–summa cum laude. Students graduating May 2005 or after must have a minimum of 62 hours earned at Meredith College to earn distinction.

Commencement

A formal commencement program recognizes those who are receiving a degree from the college. Formal commencement programs are held in May and December; students may participate in only one program for each degree they receive. Only persons who fully meet the requirements for graduation will receive diplomas at a commencement program. Participation in a commencement program (May or December) is open to the following:

- students who have completed the requirements for graduation in the semester prior to graduation (e.g., in December for a May ceremony). August graduates may participate in December or May programs.
- students who have completed the requirements for graduation in the semester of the graduation ceremony.
- students whose graduation registration indicates work at Cooperating Raleigh Colleges is in progress and who will have completed all requirements in the semester of the graduation ceremony. These students will receive only a diploma cover during the ceremony. The diploma will be sent after receipt of official transcript showing successful completion of all course work.

Grading System

A student earns one official semester grade for each course; it may be a letter grade or a pass/fail designation. The course syllabus provides a statement of how the grade is determined, i.e., the assignments and relative weight of each. Although every course and field of study present unique challenges in assessing student performance, instructors refer to the following statements of interpretation when assigning grades.

Letter Grades

A Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements

B Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.

C Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.

D Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.

P Passing of a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.

F Failure which may not be made up by re-examination.

I The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.

N An interim grade assigned when there is no report by the instructor.

Z An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.

W The student withdrew from the course during the withdrawal period which ends two weeks after mid-semester. (For courses lasting less than a full semester, the end of the withdrawal period will be determined by using the same proportion of the shorter period of time, to be determined by the registrar.) After the withdrawal period a W grade will be given only upon medical or emergency withdrawal.

AU The student completed a satisfactory audit.

NA The student did not complete a satisfactory audit.

Pass/Fail Grading

The pass/fail option encourages a student to explore unfamiliar subject matter without serious risk to her grade point average. Course content and requirements for pass/fail registrants are the same as those for students earning letter grades. A grade of P indicates that the student has achieved minimal passing performance in the course.

Some courses are taught only for pass/fail grading. These include all physical education and dance activity courses taken for credit toward fulfillment of general education requirements. (Additional activity courses may be assigned letter grades.). Courses designated Pass/Fail Only are excluded from the following Pass/Fail restrictions:

1. A student may elect to take a total of two courses for pass/fail grading. These courses must be taken during her junior year and/or senior year and may not include any course required for her major, minor, licensure, or general education *(See Item 4 below.)* However, with the department or school's permission, a student may elect to take a seminar in her major for pass/fail grading.
2. Only one such course may be elected during a single semester.
3. A department or school may choose to offer courses for pass/fail grading. These courses will not count as one of the student's two elected pass/fail courses.
4. Physical education and dance activity courses taken for general credit are graded pass/fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass/fail in addition to other pass/fail options.
5. Licensure-only students must take all courses required for licensure (except those offered only as pass/fail) for a grade.

Some departments and majors choose to restrict pass/fail options for seminar courses. Students transferring into a new major will face reassessment of pass/fail credit. Only one course previously taken as pass/fail will apply to the major requirements; others taken pass/fail will be forfeited.

Summer courses taken at another college and transferred to Meredith may be taken for pass-fail if approved in advance by the registrar and the student's academic department.

Students designate pass/fail courses at the time of registration. Changes in grade options must be made within the first 20 days of the semester.

A passing grade in a pass/fail course indicates that the student has performed at the level of D or better. If a P is earned, the credit hours do not count in the total hours attempted. If an F is earned, the credit hours are counted in the hours attempted.

Class Attendance

Class attendance is essential to success in a course. Students are expected to prepare for and attend each class meeting, including conferences and other academic appointments, and to participate fully in the learning process. Instructors may include class attendance in the calculation of the course grade. The effect of class attendance on the grade will be clearly specified in writing by the instructor at the beginning of the course.

Grade Reports

A grade report is issued to the student on-line shortly after the end of the semester. The student may request a written copy with a written request to the Office of the Registrar. These requests will be processed as transcript requests.

Quality Point Ratio

The grade report provides a semester quality point ratio and an overall quality point ratio. These averages are calculated by assigning the following numbers to letter grades: A=4, B=3, C=2, D=1. Quality point ratios are calculated by dividing the number of quality points earned by the number of semester hours attempted. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio. For courses taken on a pass/fail basis, a P will not be counted as hours attempted, but an F grade will be calculated in the hours attempted figure.

Grade Appeals

Students should address questions about specific course grades to the instructor of the course. If the questions are not clarified, the student should consult with the department head. Should further information be required, the matter should be reported to the vice president for academic affairs.

Satisfactory Progress, Probation, and Suspension

To continue enrollment at the College, all undergraduate degree candidates are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining, for each semester, the following minimal quality point ratio:

Total Hours Attempted	Minimum Expected Meredith QPR
1-16	1.500
17-25	1.700
26-59	1.800
60-89	1.900
90 and above	2.000

Academic Probation

When a student fails to achieve minimum progress, she will be placed on academic probation for the following semester. A student on probation must conform to the following guidelines the next semester in which she is enrolled:

- register for no more than 14 hours.
- enroll in either ENG 111 or ENG 112 if she has not completed her general education composition requirement.
- attend one study skills workshop during the first week of classes.
- Repeat courses in which a D or F was earned. (Students who attempted 1-16 hours must repeat one such course within the next two semesters enrolled; other students must repeat one such course in the next semester enrolled. Exceptions are granted if the courses are not offered.)

Failure to satisfy all of these requirements will result in a delay of future class registration until the student has presented detailed plans for correcting her academic deficiencies to the Director of Academic Advising.

Suspension

A student on academic probation who does not meet the minimum Meredith quality point ratio at the conclusion of the spring semester will be suspended for the following fall semester. This student will be allowed to make up deficiencies at Meredith during the summer sessions. If her summer work does not raise her Meredith QPR to the minimum standard established for retention (see chart), she will be suspended for one semester. A student on academic probation will not be approved to take summer course work at another college or university.

A suspended student may apply for re-admission and, if re-admitted, re-enroll for any subsequent semester if space is available. A re-admitted student is on probation and must raise her Meredith QPR to the minimum standard outlined in the above chart. However, a re-admitted student who makes at least a 2.0 semester QPR during her first semester back will be allowed one additional semester to achieve the required Meredith QPR.

The student has the right to appeal the academic suspension. She must appeal in writing to the registrar within 10 days of receipt of the notice of suspension. A standing retention committee will hear the appeal. Appeal application forms are available from the registrar. If a student is on academic probation after one or more consecutive semesters of being off, she will be subject to the rules which apply to a first-time probation student.

Leave of Absence

A currently-enrolled student may request from the registrar a leave of absence for up to one year without having to apply for re-admission as long as she is in good academic, social, and financial standing at Meredith and has turned in her Meredith laptop computer and all of its associated equipment. Students receiving financial assistance should confer with the Financial Assistance office before applying for a leave. Except in an emergency situation, the leave of absence must be requested in writing prior to departure from the College and no later than the last day of classes if she does not plan to complete her current semester.

If a student should decide to take college work elsewhere while on a leave, she must apply for visitation credit through the Office of the Registrar at Meredith. A student on leave of absence who does not re-enroll within the allotted leave time will be officially withdrawn from the College. After any withdrawal or non-compliance with the leave policy, a student must follow the re-admission procedure.

A student is in good academic standing if she will not be on academic probation at the end of the term in which she applied for the leave of absence. She is in good social standing if she is not on social probation and if there is no honor council case pending that would involve probation, suspension, or expulsion. To be in good financial standing, a student must have paid all tuition, fees, and other charges in the accounting office.

A student forfeits her right to any adjustment to her tuition account if she does not apply for a leave of absence within 60 days of her last day of class attendance.

Withdrawal

Students who leave the college without completing their academic program may be granted an honorable dismissal and appropriate financial adjustments by following the college's withdrawal procedure. Withdrawal is processed by the following offices:

Undergraduates who entered through the Office of Admissions	Dean of Students Office
23$^+$ undergraduates	23$^+$ Office
Licensure only students	School of Education
Special students	Office of the Registrar

Students must withdraw within 60 days of last class attendance or no later than the last day of class of the last semester enrolled.

Academic Records

The Office of the Registrar serves as the repository of academic records for the college.

Enrollment Verification

Students may request enrollment verification by contacting the Student Clearinghouse. They can be reached at (703) 742-4200 from 8:30 am until 5:15 pm EST, by fax at (703) 742-7792, by email to **service@studentclearinghouse.org**, or on the Web at **www.studentclearinghouse.org.**

Transcripts

Transcript requests must be made in writing by the student to the Office of the Registrar, Meredith College, 3800 Hillsborough St, Raleigh, NC 27607. The graduation and lifetime transcript fee allows up to ten transcripts per order, with an additional $5.00 charge per additional transcript.

Name and Address Changes

Name and address changes should be reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

Academic Enhancements

Academic programs and majors at Meredith are enhanced by a number of experiences, resources, and specialized programs which reflect both tradition and change. Students are encouraged to enrich their course of study by taking advantage of the options most suited to their goals, strengths, and aspirations.

Undergraduate Research

Faculty/student research partnerships and the nurturing of individual talents have defined the Meredith educational experience since the founding of the college. In recent years expanded resources and support have become available for research and creative endeavors across the curriculum. The Office of Undergraduate Research sponsors projects and events that profile student achievement and extend opportunities for students in specific careers and graduate study. Students in all areas are encouraged to present their work at conferences, submit to undergraduate research publications, and participate in the annual Celebrating Student Achievement event on campus.

Students in all academic programs may earn course credit for approved research work. Academic advisers and faculty who share a student's interest can offer further information and guidance.

Service-Learning

Service-learning is a partnership engaging Meredith students, faculty, staff and diverse communities by integrating into academic curriculum intentional service opportunities that respond to community needs. Service-learning aims to benefit students' education, further faculty research and teaching, cultivate civic responsibility and life-long learning, and foster community-campus collaborations.

Through service-learning students learn course concepts and theories in a powerful, experiential manner. Additionally, service-learning and critical reflection promotes critical analysis of complex social problems, cultivation of participatory skills necessary for engaging in a diverse democracy, and development an ethic of social justice. Opportunities range from a one-time service experience within a course to more fully integrated service-learning courses designated as "SL" enhanced.

Study Abroad

As commerce, education, and American life are increasingly touched by cultures beyond our borders, global awareness become not an extra but a necessity. Meredith Study Abroad programs combine the closeness of the college community with immersion the language, history, and contemporary life of European cities an destinations further afield.

Summer Abroad Opportunities

Meredith Abroad in Italy, Switzerland and England

Each summer the College offers a course of study in selected foreign countries (currently Italy, Switzerland and England) whereby a student may earn 12 semester hours of college credit at approximately the same cost as a semester on campus. The curriculum changes each summer. Both general education courses and upper-division courses are regularly offered. Many disciplines also provide special studies options. Students may elect to do either th continental or UK portion of the program — or both.

Meredith Abroad in Seville, Spain

Each summer the department offers a Spanish language and cultu program in Spain (currently Seville). Students take two courses, living with local families while they study and learn.

Meredith Fashion Abroad in Paris, France

Each summer fashion merchandising and design students can stu at Paris American Academy, learning from leaders in the field about every aspect of the fashion industry.

Meredith Art Travel/Study Programs — Abroad and at Home

Each summer the Art Department offers a travel/study opportunity Destinations include Italy, the Southwestern United States, and various other locations that offer a rich, visual art environment. Th art programs are distinguished by their small group size, the common interests of those who participate, and intense immersion in art and culture.

Meredith Abroad — Special Summer Opportunities

Short-term international studies programs are offered regularly in various disciplines. Options for foreign language study have included summer programs in Belgium, France, Germany, Mexico and Spain.

In the past, the Department of Biology has sponsored programs in arctic Russia and Belize; the Department of History and Political Science, a program in China; and the School of Education, a program in New Zealand. The School of Business has sponsored programs in the United Kingdom as well as Denmark. Both Denmark's International Study Program and the School for Field Studies *(see below)* offer summer programs.

Semester and Year Abroad Opportunities

Semester/Year in U.K., Ireland, and Australia

Meredith students regularly study in universities in England, Ireland, Scotland, and Australia. Recent U.K. locales include Aberdeen, Bristol, Edinburgh, London, and Nottingham. Dublin is our principal Irish site. New South Wales attracts most Meredith students who study in Australia.

Semester/Year in Madrid, Spain

Advanced Spanish students may apply for study at the Universitas Nebrissensis in Madrid, Spain, through the Department of Foreign Languages and Literatures.

Semester/Year in Angers, France.

Advanced French students may apply for study at the Universite Catholique de l'Ouest in Angers, France, through the Department of Foreign Languages and Literatures.

Semester /Year in Hong Kong

Meredith is a partner institution of Hong Kong Baptist University, a premier institution. Appropriate for most majors, this university provides an ideal setting for international business majors.

Semester/Year in People's Republic of China

Meredith is a member of SASASAAS, a consortium that sends students to China each semester to study Chinese language and culture.

Semester/Year with the School for Field Studies

Meredith's affiliation with the School for Field Studies allows interested students to do original research in environmental studies in Kenya, British West Indies, Canada, and Mexico.

Semester/Year at St. Clare's in Oxford

St. Clare's Liberal Arts Program serves well Meredith students wishing a challenging program featuring small classes in a rich locale. Prospective teachers may do internship.

Semester/Year in Copenhagen

Meredith's partnership with Denmark's International Study Program allows students of child development, education, interior design, and business to study in a cutting edge program.

Semester/Year in Nogales, Mexico and Tucson, Arizona

BorderLinks provides students with a unique opportunity to study the Border that separates and connects Mexico and the United States. Students study Spanish theology, Mexican history, art and culture in this program, which provides the opportunity for homestays in Nogales.

Individually-Tailored Semesters

The director of Study Abroad works individually with students interested in studying in countries in which we do not have programs. Meredith students have recently enrolled in universities in Argentina, Australia, Costa Rica, Germany, Greece, India, Kenya, New Zealand, and South Africa.

Off-Campus Programs

Drew University United Nations or London Program

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as many as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History and Political Science.

American University

Through an arrangement with American University in Washington, D.C., students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of International Relations and American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History and Political Science.

Marymount Manhattan College

Through an arrangement with Marymount Manhattan College in New York City, qualified students may visit this college for one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her adviser. Further information concerning the Marymount program may be obtained from the Director of International Studies.

The Honors Program

Gifted, ambitious students find challenge and community in the Meredith College Honors Program. The college actively recruits honors students and offers the rigorous and relevant academic experiences that such students expect. Through common course work and individualized study and research, honors students acquire an intellectual foundation as they explore subject areas of interest.

Honors students are assigned to academic advisers well aquainted with the program and its requirements. Honors students' work is often featured in research presentations on campus, and they participate in numerous off-campus cultural events and weekend honors trips. Upon graduation those who complete the program's requirements are recognized as Honors Scholars.

Accomplished applicants are invited to the Honors Program at the time of admission to the College. Students with outstanding academic performance in the fall semester are also invited to participate in the program. Interested students—traditional, transfer, and 23⁺— should contact the honors director.

The Honors Curriculum

The four-year honors curriculum of 28 credit hours represents about one-fourth of the total number of hours required of all students for graduation at Meredith. The curriculum, which is designed to fit well with a student's general education and major requirements, includes courses that expose the student to the breadth of human knowledge as well as in-depth study in selected fields. Meredith faculty compete for opportunities to teach honors courses; course topics reflect the highest accomplishment in research, creativity and thought at the college. The program includes the following components: *(See table, below.)*

Satisfactory Progress in Honors

A student is expected to take honors work each year. Typically honors students take the honors writing course, laboratory science and one colloquium or elective during the first year. Retention in the program requires a minimum grade point average of 3.250. Students who complete all honors requirements and maintain a 3.250 grade point average are recognized at graduation as Honors Scholars. The student's transcript reflects this distinction and notes each honors course completed.

Teaching Fellows Program

"The Meredith Teaching Fellows Program will instill a sense of mission, service, and professionalism as we educate women to excel as model teachers and future leaders in North Carolina's public schools." Students selected as a Meredith Teaching Fellows enjoy these unique components:

- International Study and Travel Abroad experiences
- Monthly seminars designed around current topics in education
- Focus on Excellence cultural and social events
- Desirable two year internships in one of the nation's leading school systems
- Service learning opportunities
- An Honors Core of 15 Semester hours including an Honor's Thesis
- NC Teaching Licensure choices in Birth through Kindergarten, Elementary K-6, Middle Grades 6-9 and Secondary 9-12, and Specialized K-12 Certification in English as a Second Language, French, Spanish, Art, Music, Dance, Theater, Family and Consumer Sciences and Physical Education
- Our Technology Laptop Initiative which provides a laptop for every Fellow

Students are selected for the award through a statewide competition coordinated by the North Carolina Teaching Fellows Commission. The deadline for application is in the early fall of the high school senior year. In addition to the $6,500 per year scholarship/ loan provided by the State Teaching Fellows Program, Meredith College provides a matching grant of $6,500. Fellows are responsible for the balance of their fees. If you are an outstanding young woman who has decided that teaching is your career choice, then our Teaching Fellows Program may be your wisest choice.

Focus on Careers

Pre-Professional Opportunities

A number of career fields require that students complete a four-year degree and then enter a professional or graduate program. Meredith students may plan programs of study that prepare for further study in such areas as art therapy, dentistry, journalism, law, library science, medical technology, medicine, pharmacy,

Honor Requirement	Credits	Description/Comments
Honors writing course	3	*Recommended for first year; builds community as well as skills of honors students. Fulfills ENG111 requirement*
Honors laboratory science	4	*Recommended for first year; courses available in biology, chemistry, physics. Fulfills scientific literacy credit.*
Honors colloquia	6	*Interdisciplinary, team-taught explorations of a topic. Will meet general education fields of knowledge requirements.*
Honors in the major field	6	*May be fulfilled with honors courses, contractual work for honors credit in regular courses, independent study, or honors colloquia beyond the required 6 credits*
Honors electives	6	*Reflect student interests, may include honors courses, colloquia, contract work in regular courses, or independent study. May count toward general education or other degree requirements.*
Honors thesis	3	*Senior level project appropriate to major discipline (written thesis, laboratory research, performance). Should reflect scope of intellectual development.*

research, merchandising, nutrition, special education, teaching, and theology. Academic advisers can direct interested students to the appropriate campus resources.

Pre-Health Professions

Students planning careers in the health professions such as medicine, dentistry, pharmacy, physician assistant, physical therapy, and nursing should carefully plan their academic schedules. There is no prescribed major for the health professions-any recognized college major is acceptable. However, each professional school in the health fields has specific admission requirements in science. All professional schools in health care are looking for a record of superior achievement.

Preparing for a career in health care entails commitments beyond standard academic course work. Up to 1000 hours of clinical experience is necessary for admission to specific programs such as physician assistant. Scheduling during the undergraduate years at Meredith should include consideration of obtaining clinical experience.

Dr. Francie Cuffney, Associate Professor of Biology and Health Sciences, is the coordinator for pre-health professions advising. Students should keep in contact with Dr. Cuffney throughout their academic career, no matter what their chosen major. Advisors will work with students to insure admission requirements are met as well as guide them through the application process for the various graduate and professional programs.

Pre-Veterinary Medicine

Students planning their careers in veterinary medicine should carefully plan their academic schedules. There is no prescribed major for veterinary medicine, however, each veterinary school has specific admission requirements in science. All veterinary schools are looking for a record of superior achievement.

Preparing for a career in veterinary medicine entails commitments beyond standard course work. Students should have a minimum of 600 clinical hours as either a paid or volunteer assistant and are seriously encouraged to exceed this number. Veterinary schools have high standards and the competition is intense. Students applying to the NCSU Veterinary College must take the GRE before the fall application deadline of their senior year and are encouraged to apply for it during the spring of their junior year. No more than two of the courses listed by NCSU as necessary for application can be pending in the spring of the senior year.

Dr. Larry Grimes, Professor of Biology and Health Sciences, is the pre-veterinary medicine advisor. Pre-veterinary students should keep in contact with Dr. Grimes throughout their academic career no matter what their chosen major. Advisors will work with students to make sure that admissions requirements are met as well as guide them through the clinical experiences and the application process.

Pre-Law

Students intending to go to Law School should plan their academic program at Meredith to emphasize writing, speaking, understanding of human institutions and values in connection with law, and analytical reasoning. Law Schools do not prescribe a specific program or major but insist on a broad background in the liberal arts with an emphasis on courses which will help students develop the skills listed.

Because entrance requirements differ among law schools, prospective law students should obtain information from the law schools they expect to apply to as early as possible. Students should be aware that successful completion of the Law School Admission Test (LSAT) is a requirement for admission to most law schools.

Professor in Political Science Clyde Frazier, is the coordinator for pre-law advising. Students should contact Dr. Frazier for additional information on pre-law.

Engineering Dual Degree Program

The Engineering Dual Degree Program is an agreement between Meredith College and North Carolina State University whereby an undergraduate student can attend Meredith College for about three years and then attend North Carolina State University's College of Engineering for approximately two years. During her third year at Meredith, the student will most likely take some courses at both Meredith and at NCSU. After successful completion of the admission, transfer, and academic requirements of both institutions, the student will be awarded a Bachelor of Arts degree in either Chemistry or Mathematics from Meredith College and a Bachelor of Science degree in Chemical or Environmental Engineering, with Chemistry, or Civil, Computer, Electrical or Industrial Engineering, with Mathematics, from NCSU.

Students are encouraged to enroll in this program during Summer Registration before the first semester of their freshman year; they should declare their Meredith major during their first semester at Meredith and they will be assigned as an advisor one of the Engineering Program Coordinators, Dr. Charles Lewis or Dr. Cammey Cole. Students who declare their major after the first semester may have trouble completing both degree programs in five years.

Students must maintain a GPA of 3.0 or better while at Meredith to continue enrollment in the program. Admission to NCSU College of Engineering is dependent on GPA and the successful completion of a set of required courses. (*See College of Engineering transfer web site for a list of current requirements:* **http://www.engr.ncsu.edu/students/docs/transfer.html**, select "Transfer Admission Requirements and Application.")

Professional Writing and Presentation Media

Coordinated by the Department of English, the minor in Professional Writing and Presentation Media is a 21-hour interdisciplinary program open to all students. Courses in graphic design, professional writing, and speech may be combined with electives in art, creative writing, journalism, business, and computer information science. A student enrolled in the minor is encouraged to complete an internship related to her communication interests and career goals. *Requirements for this program appear on page 86.*

Criminal Justice

The Criminal Justice Studies minor at Meredith provides education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy, and pertinent social and historical forces are included. Students may complete the minor as an accompaniment to any major. The Criminal Justice Studies minor will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. The Sociology and Political Studies programs coordinate this program. *Requirements appear on page 93.*

Experiential Learning

Students are encouraged to explore career possibilities through internships and cooperative education opportunities. Both may be taken for course credit, and some placements offer stipends as well. The Career Center directs the Cooperative Education program, and individual departments can arrange and supervise internships. These and other types of experiential learning—student teaching, study abroad, undergraduate research, reflection leadership and service learning—fulfill general education program requirements.

Post-Baccalaureate Dietetic Internship

The Dietetic Internship builds on the academic preparation of Didactic Programs in Dietetics which provides the knowledge requirements in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the American Dietetic Association. The program, which runs from August to May of each year, includes 35 hours per week in supervised clinical work settings and prepares men and women to sit for the Registered Dietitian's examination. A DI may be done either before or after a Masters of Science in Nutrition.

Paralegal Program

During the past two decades, paralegals have become increasingly visible and valued members of the legal profession. Although paralegals cannot independently give legal advice to clients, represent clients in court, accept a case or set a fee, they have earned key roles in the legal services team, performing substantive legal work delegated by attorneys.

The Meredith Paralegal Program is a certificate program for women or men who have earned a bachelor's degree in any major. Established in 1979, the program is approved by the American Bar Association. The program can be completed in the evening over two semesters.

Training as a paralegal focuses on legal principles and skills which can be transferred to many other occupational settings or serve as a foundation for law school. Classes are taught by experienced local attorneys and paralegals with a focus on practical skills, enabling graduates to be effective the first day on the job. Internships complement classroom instruction and often lead to career opportunities.

A strong emphasis on legal research, writing and analytical skills provides a solid foundation for later transition to law school and further career development. Two of the core courses in the curriculum, Legal Survey and Legal Research, are offered for undergraduate credit through the Department of History and Political Science and are recommended for students considering entering the paralegal profession or entering law school.

Paralegal Program graduates enjoy a wide variety of employment opportunities. Most work in private law firms, while others are employed in corporate legal departments, banks, and government agencies. Graduates have successfully translated their legal skills and experience to such fields as human resources, trust and estate administration, municipal administrations, purchasing and property management. More than 85% of the program's graduates find employment within three months of completing their studies

Admission is competitive and based on the applicant's undergraduat and other relevant performance and potential for future success in the program and in the paralegal field. Further information is available at 760-2855, or on our website at: **www.meredith.edu/legal/**

Interdisciplinary Opportunities

Academic disciplines often intersect with one another as they explore common topics and issues. Interdisciplinary programs highlight methodologies and underlying assumptions as they pose complex questions and challenges to students and faculty. Meredith offers interdisciplinary minors in Women's Studies, Medieval/Renaissance Studies and Cross-Cultural Skills. Approved courses in general education and major fields may be used to earn these minors.

Women's Studies Minor

Understanding gender perspectives and women's issues can bring focus to any course of study—from economics to physical education—just as nearly every profession today acknowledges gender in some significant way. From communication and education to consumer practices and health issues, sex and gender receive attention through corporate decision-making, public policy and family dynamics. The 21-credit Women's Studies minor integrates the study of women's lives with the general curriculum to heighten awareness of women's issues in sexual, cultural, racial, ethnic, and theoretical dimensions. *Students planning careers in law, medicine, business, public policy, social service, education or any post-graduate academic field will enhance their credentials with this minor. Requirements appear on page 110.*

Medieval and Renaissance Studies Minor

Enduring questions about humanity often arise from great moments in history and culture. Centuries after the deaths of Shakespeare, Galileo, Michelangelo and da Vinci, scholars in the humanities, the sciences and fine arts continue to wonder what influences led civilization from medieval piety and armor to the confidence and curiosity associated with the Renaissance. Studen pursuing the Medieval and Renaissance Studies minor at Meredith join in these and related discussions in an 18-credit sequence of interdisciplinary courses, including opportunities for research and study abroad. *Requirements appear on page 100.*

Cross-cultural Skills Minor

Students in any discipline or major can prepare to live or work overseas by completing this skill-oriented minor. Students plan a individualized course of study in consultation with the director o Study Abroad. *Requirements are listed on page 71.*

Center for Women in the Arts

The Meredith Center for Women in the Arts presents performances, lectures, exhibits and concerts by noted professionals, faculty and students that are open to the general public. The express purpose of programming is to explore artistic boundaries, create interdisciplinary intersections, examine thought-provoking content and utilize the arts to explicate issues. The mission of the center is to provide a venue dedicated to artistic excellence and intellectual rigor as a public service to Meredith and the greater community. Thus, the Center for Women in the Arts logo, which appears on all sponsored events, represents a commitment to quality programming as an aesthetic educational process.

The presence of the Center for Women in the Arts helps contribute to a campus environment that actively supports the pursuit of a career in visual art, dance, theatre, music or creative writing. Excellent campus facilities are extended by the close proximity of the North Carolina Museum of Art, North Carolina Symphony and a host of professional dance and theatre and music companies, art galleries and design firms. Internship opportunities abound, offering students applied experience in their chosen discipline as well as valuable contacts.

Academic Support Services

Learning Center

The Learning Center provides free, one-on-one tutoring to Meredith students. The tutors are Meredith students who have excelled in their coursework and have been trained to assist their peers. We specialize in tutoring mathematics, grammer and writing for all subjects. Help in other subjects varies by semester. Check our website for out offerings and hours. To make an appointment, sign up outside the Learning Center in 122 Jones, call 760-2800 or visit us at **www.meredith.edu/learn** and submit an online request.

Carlyle Campbell Library

The Carlyle Campbell Library is the academic heart of the College and a center for intellectual exchange. Library staff are eager to help students, faculty, and staff examine research topics and make the best possible use of available resources. In support of research the Library's holdings include more than 185,000 volumes, 6,800 videos, and 7,600 musical scores. Also available are online, full-text versions of articles from thousands of academic periodicals. Electronic databases and indexes are accessible anywhere on campus. Off campus access is also possible with the use of a password. The Library also maintains the College Archives, material related to the history and people of the College.

To enhance the exchange of ideas and the pursuit of research endeavors, the library provides both individual and group study areas. The LINC Center on the ground floor has 15 computers, printers, and a scanner. Also available in the Library are video viewing stations and music listening stations.

The Reference Department assists the Meredith community with research. Librarians staff the main floor Information Desk during most Library hours and offer group instruction for classes in all disciplines. Reference Librarians will help locate material wherever it is – Meredith or worldwide. They can arrange borrowing privileges with Cooperating Raleigh College libraries.

The Library's Media Services Department provides media and instructional equipment, training, and support. Laptops, data projectors, sound systems, and video cameras may be requested for use on campus. Media Services staff support video production and presentations for the college. Media Services also manages Meredith Cable Television, which broadcasts international news, foreign language programming, videos, campus announcements and instructional materials.

The Music Library, located in Wainwright Music Building, houses an extensive collection of scores, musical recordings, and instructional materials. The Listening Room contains compact disc players, tape decks, and turntables for individual listening. Study areas are also available in the Music Library.

Technology Services

Over the past four years the Meredith Technology Initiative has greatly expanded the college's technological capabilities, both in academic support and campus communication. The Technology Services Department employs professionals with expertise in networking, hardware and software support, voice communication, and instruction.

Meredith maintains wired and wireless networks, numerous general use and specialized computer labs, and an online instructional package called Blackboard. All Meredith students are given email accounts. Incoming full-time freshmen receive IBM laptop computers and wireless network cards; these machines are refreshed during the junior year and given to qualifying students at graduation. Technology Services staff maintain and support these computers and other campus technology applications with phone in, walk-in, or email services. In addition, there are students trained as technical assistants living in the residence halls. Instruction in hardware and software is scheduled during fall orientation and throughout the academic year. For locations of computer labs, visit **www.meredith.edu/techserv/**.

Disability Services

Disability counselors in the Counseling Center provide, arrange, and coordinate accommodations for students in courses, programs, services, activities, and facilities. The staff maintains disability-related documents, certifies eligibility for services, determines reasonable accommodations and develops plans for the provision of such accommodations for students with disabilities.

Meredith College's goal is to create an accessible community where people are judged on their abilities, not their disabilities. The staff strives to provide individuals with the tools by which they can better accomplish their educational goals.

In post-secondary settings, it is the student's responsibility to request accommodations, if desired. Students are encouraged to contact the Disability Services office at 760-8427 or **disabilityservices@meredith.edu** for an appointment. It is important to remember that not every student with a disability needs an accommodation. It is equally important to remember that even though two individuals may have the same disability, they may require different accommodations.

Academic Programs

Through its strong general education program integrated with in depth study in a major, Meredith College provides undergraduate academic programs that show our commitment to the liberal arts and professional studies as a preparation for life, for careers, for graduate studies, and for engaged leadership. The undergraduate and graduate programs at Meredith College are administered through six schools in which departments are organized for disciplinary and interdisciplinary learning. The six schools are organized as follows:

- **School of the Arts:** Department of Art, Department of Dance and Theatre, Department of Music.
- **School of Business.**
- **School of Education.**
- **School of Health and Human Sciences:** Department of Health, Exercise and Sports Science, Department of Human Environmental Sciences.
- **School of Humanities and Social Sciences:** Department of Communication, Department of English, Department of Foreign Languages and Literatures, Department of History and Political Science, Department of Psychology, Department of Religion and Philosophy, Department of Sociology and Social Work.
- **School of Natural and Mathematical Sciences:** Department of Biology and Health Sciences, Department of Chemistry, Physics and Geosciences, Department of Mathematics and Computer Science.

Meredith's general education curriculum, entitled "Making Connections—Making a Difference," describes the active and relevant learning experiences offered to Meredith students, not only in general education courses, but in all academic programs.

Information about each department and the majors and minors within them begins on page 57.

General Education: Making Connections—Making a Difference

Meredith's General Education encourages students to become responsible for their own learning, to serve their communities through civic engagement, and to make a commitment to lifelong learning. Through courses in the liberal arts and sciences, and in their majors students work toward the following goals:

- ▲ **Gain knowledge of self, others, and the world** through courses in many academic disciplines
- ▲ **Think critically, quantitatively, and creatively** by applying analytical, interpretive, and expressive skills
- ▲ **Communicate effectively** as a listener, speaker, writer, and researcher
- ▲ **Participate responsibly and ethically in society, the global community, and the natural world** by applying knowledge and skills toward new understandings of self and others
- ▲ **Develop a broad and discerning understanding of the richness of artistic expression and creative imagination** through immersion in aesthetic experiences and study of artistic influences upon culture
- ▲ **Develop a thoughtful awareness of the spiritual dimension of human experience** by reflecting upon one's spirituality in the context of the world's religions and philosophies.
- ▲ **Lead physically active, health-enhancing lives** through engaging in wellness behaviors.
- ▲ **Develop an understanding of the complexity of knowledge and a desire to engage in lifelong learning** by applying knowledge, skills, and new understandings to all dimensions of life.

General Education Requirements

All degree candidates entering Meredith in Fall 2003 or later follow the general education requirements published here.

Requirement	Credits	Courses, Competencies, and Experiences that fulfill General Education Requirement categories
1. CORE 100 The Context of Culture To be completed freshman year.	4	The Context of Culture CORE 100
2. CORE 200 Cultural Connections To be completed sophomore or junior year.	variable	CORE 200-course linkages: CORE 201, CORE 203, CORE 204, CORE 205. See p. 37 for descriptions of these learning communities. OR By an approved study abroad option, SWK 203 (Summer), all Meredith Study Abroad Programs, Borderlinks semester on the border, Danish International Study, and a variety of other Meredith-approved study abroad programs.
3. CORE 400 Global Perspectives Must have completed 75 cedit hrs. to enroll	3	CORE 401, CORE 403/COM 390
4. ENG 111 Principles of Writing	3	Principles of Writing ENG 111
5. ENG 200 Texts and Contexts	3	Texts and Contexts ENG 200
6. Western Civilization or History in the 20th Century	3	HIS 101, HIS 102 or HIS 103.
7. An introductory Religion course	3	REL 101, REL 102, REL 103, REL 104, or REL 105.
FIELDS OF KNOWLEDGE, THREAD ELECTIVES AND TECHNOLOGY COMPETENCY		
8. Data Analysis, Abstract Reasoning, and Problem Solving		
Mathematics	3	Any MAT course except MAT 090.
Quantitative elective	3	Any MAT course OR CSC 101, PHY 211, PHY 212, PSY 200.
9. World Cultures and Languages Demonstrate Foreign Language competency at the intermediate-mid level OR complete 12 credits in foreign language courses, with 9 in one language.		Determined by a competency test in the chosen language. SPA, FRE, ITA, GER, or LAT. *See page 56 for complete information.*
Literature elective	3	ENG 202, ENG 206, ENG 242, ENG 330, ENG 335, ENG 340, ENG 345, ENG 350, ENG 352, ENG 355, ENG 356, ENG 357, ENG 359, ENG 360, ENG 364, ENG 365, ENG 367, ENG 368, ENG 370, ENG 371, ENG 495, FRE 308, FRE 309, FRE 364, FRE 365, SPA 308, SPA 351, SPA 352, SPA 354, SPA 353.
Cultural Perspectives elective	3	All HIS, PHI, and REL above 100 level, and ART 142, ART 220, ART 222, ART 315, ART 323, ART 324, COM390, DAN 155, DAN 156, DAN 200, DAN 359, EDU 345, FRE 301, FRE 302, FRE 303, FRE 305, FRE 306, FRE 309, FRE 365, MRE 201, MUS 214, MUS 215, MUS 310, MUS 311, MUS 312, MUS 313, SOC 260, SOC 335, SPA 302, SPA 303, SPA 304, SPA 305, SPA 306, SPA 307, SPA 308, SPA 321, SPA 352, SPA 353, THE 114, THE 350, and WST 200.
10. Scientific Literacy		
Laboratory science one 3-credit science course with a 1-credit lab	4	BIO 101/141, BIO 322/342, CHE 111/141, GEO 200/240, OR PHY 211/241.
Science in Society elective	3	BIO 203, BIO 234, BIO 322/342, CHE 100, CHE 112/142, EDU 359, GEO 326. Only students seeking K-6 licensure may fulfill this requirement by taking the following courses: BIO 101/141, GEO 200/240, AND EDU 359.
Social and Behavioral Sciences	6	All POL, SOC, ECO (except ECO 274), and all PSY. Also, COM 260, GEO 205, GEO 322, GEO 368, WST 200.
11. Aesthetics and the Arts		
Art, Dance, Music or Theatre	3	Any ART, MUS, THE or DAN
12. Health and Physical Learning		
Physical Education or Dance activity courses, Health Education courses Either 4 credits in PED/DAN activity courses or 3 PED/DAN activity credits plus 2–3 HED credits	4–6	All Physical Education (PED) activity courses. The following Dance activity courses: DAN 151, DAN 152, DAN 153, DAN 154, DAN 155, DAN 156, DAN 157, DAN 158, DAN 159. Additional DAN activity courses at the 200 and 300 level. Health Education Courses: HED 100, HED 200, HED 220, HED 320.
13. Across the curriculum "thread" courses 2 Writing intensive courses, 1 Oral communication course, 1 Ethics course, and 1 Information Literacy course. *Identify these in other required courses.*		Specific courses identified in each semester's course schedule—find these in your major requirements or in other required general education courses.
14. Demonstrate fundamental technology competency		Fulfilled through CORE 100 and one MAT course (See page 56.) OR through alternative methods of completion.
EXPERIENTIAL LEARNING		
15. Attendance at convocations and cultural events 12 events		*See note, next page*
16. Experiential learning 1 course or off-campus learning situation		*See note, next page*

**Variable credit determined by the combination of courses taken. If two Fields of Knowledge courses are used for this requirement, no additional credits accrue or are necessary to fulfill this requirement.*

Courses, Competencies, and Experiences that fulfill General Education Requirement categories, *continued from page 55*

Attendance at convocations and cultural events—These could include plays, musical performances and performing arts concerts, public lectures, presentations, poetry readings, art and museum shows or gallery openings, film festivals, cultural events such as a pow wow or international festivals, participation in assigned performances or events through university or college courses, honors convocations, university or college diversity events and speakers, other events on the Meredith campus, and programs offered at area colleges and universities, museums, theaters, and other venues.

Experiential learning requirement—Experiential learning requirement (can be fulfilled through course credits or through other activities) Internships and approved special studies; student teaching and other required practica; undergraduate research; honors and departmental theses (498, 499); approved study abroad; Meredith College leadership programs—Sophie Lanneau women's leadership development program and the Leadershape Institute; participation in community or civic organizations; service-learning courses.

General Education: Foreign Language Requirement *(See p. 104 for Bachelor of Music FL requirement)*

Methods for demonstrating competency.

Students whose first language is English may demonstrate intermediate-mid level competency in a foreign language through any of the ways listed below:

THROUGH ON-CAMPUS TESTING OR COURSE WORK:

[1.] ____ pass a Meredith College foreign language competency test

[2.] ____ complete two 3-credit, 300-level courses in a single foreign language with a grade of C or better

[3.] ____ complete FRE304, FRE308 or FRE309 with a grade of C or better

[4.] ____ complete SPA303, SPA304 or SPA308 with a grade of C or better

THROUGH OFF-CAMPUS TESTING OR COURSE WORK:

[5.] ____ complete at least two (2) 3-credit courses at intermediate or advanced level during a semester-long program of approved study abroad in a country where the target language is an official language

[6.] ____ present a score of 5 or better on the International Baccalaureate (IB) higher-level exam in FRE, GER, or SPA

[7.] ____ present a score of 4 or better on the Advanced Placement (AP) exam in FRE, GER, or SPA Language, 4 or better in Latin/Lit. or Latin/Vergil

[8.] ____ present a score of 600 or better on an SAT II Latin test

Meeting the requirement *without* demonstrating competency.

If the student does not demonstrate competency in one language through any of the 8 methods listed above, she will complete 12 credit hours in foreign language as a graduation requirement. Nine (9) of those credit hours must be in one language.

General Education Program Fundamental Technology Competency Requirement

Fundamental Technology Competency addresses expectations of all students in all disciplines, and thus, is a component of the General Education Program.

Fundamental Technology Competency Table

Computer Skill	Meredith Course where skill is met	Representative Activities
Mastery of office productivity suite software, such as word processing, spreadsheets, presentation software, and/or HTML editors	Core 100	• Creating, editing, and resubmitting of word processing documents required • Detailed individual oral presentation assignment requiring the use of computer software.
Familiarity with a new piece of software and exploring its features or familiarity with additional/new uses of already-known software	MAT 130, 141, 143, 144, 211, 212, 245, 290 or 313	• Exposure to and regular classroom use of one of the following software packages: Java applets, TI Interactive, Graphing Calculator software, Logger Pro, Maple, Fathom, Excel or TI-83+ or TI-92 graphing calculators
Familiarity with software and/or technology tools that facilitate the management, analysis, computation, and/or interpretation of quantitative information	MAT 130, 141, 143, 144, 211, 212, 245, 290 or 313	• MAT 130—Use of Java applets to visualize mathematical concepts • MAT 141, 143, & 144—Use of graphing utilities to explore function behavior • MAT 211, 212, 290, & 313—Use of graphing utilities and computer algebra systems to explore function behavior and to perform advanced computation • MAT 245—Use of statistical analysis software to organize & visualize data, and to compute both descriptive and inferential statistics
Mastery of electronic communication, including email, attachments, Blackboard features, or listservs	Core 100 and MAT 130, 141, 143, 144, 211, 212, 245, 290 or 313	• Blackboard use required for course participation, readings, or web assignments • Specific assignments requiring email attachments to instructor.

To learn more about general education at Meredith please visit www.meredith.edu.academics/gened/.

Academic Programs

A

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American Civilization 92
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B

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C

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Marketing 66
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U — W

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ART

Professor FitzSimons, Head; Professor Bailey; Associate Professors Banker, Mulvaney, Pearce, Terry; Assistant Professors Fine, Hayes, Johnstone; Adjuncts Beatty, Hill, Lewis, Roth, M. Scherr, S. Scherr, Springer, Stair, Stewart; Emerita Greenberg, Short.

The student who studies art at Meredith learns to function creatively through a variety of experiences to gain an understanding of the artistic process and human culture. The student is strongly encouraged to begin the program the first semester of her freshman year.

To receive transfer credit, students must get approval from the department head and have a portfolio review. Any course taken more than five years ago must be repeated. Students who wish to appeal this policy may ask to take an exit exam for the course(s) in question.

Art majors complete a core curriculum of 25 credit hours. Majors are offered in studio art, graphic design and art education. A minor is offered in art history. Internships are available and encouraged in all concentrations. Through independent research courses, arranged with individual faculty members, a student may add even greater depth to her program in a particular area of interest. A contract major in art management may also be arranged through the department head and appropriate faculty. Design and history courses in interior design and fashion design are cross-listed as art courses and may be used as electives to plan specialized concentrations in art. A Pre-Art Therapy major is offered in conjunction with the Psychology Department.

The Art Department accepts AP credit in both art history and studio art with a score of three or above. AP Studies credit is awarded as general studio credit and does not meet specific course requirements.

The Art Department offers classes scheduled at night on a rotating basis so that the student with daytime commitments can complete most of the core curriculum requirements for a major. If space is available, the non-degree student can enroll in any art class through the Community Outreach office if required pre-requisites have been met. Contact the Art Department for further information for all of these policies.

The **mission** of the Meredith College Art Department is to provide a challenging, enriching and supportive environment for the artistic and intellectual growth of our students as individuals.

The **purpose** of the Department of Art is to provide a visual arts program which

- supports the fine arts and humanities component of the general education requirements and makes connections across disciplines;
- offers majors in studio arts, graphic design and art education based on a core curriculum of shared studio art and art history experiences;
- offers an art history minor;
- offers a Pre-Art Therapy major program in conjunction with the Psychology Department;
- offers preparation for teacher licensure in art K-12;
- encourages individual reflection as inseparable from production;
- offers individualized instruction;
- maintains an extensive exhibition program for instructional purposes and as a link with the greater community;
- encourages student involvement in art beyond the Meredith community through community service, internships, travel, participation in shows and arts organizations; and
- guides career choices based on individual strengths and interests.

A goal implicit in the statement of purpose above relates directly to the stated purpose of Meredith College: to provide a broad curriculum with beginning level courses open to all students. As a department, we want to maintain the quality of our students through recruiting efforts, by continually strengthening the content of our courses and by graduating students who believe their Meredith education could not be equaled by other schools. The key to achieving this aim is to provide unique and challenging opportunities for learning. Small class size is critical. There are opportunities for study abroad, internships, interaction with artists-in-residence and speakers, and travel to art centers and museums. Our most important goal is to help each student find value and voice through her own means of expression. Therefore, the program in visual arts has individualized instruction as its core philosophy, reflecting concern for the total person.

Objectives of the Art Department

A student taking a class in the visual arts program will

- demonstrate competence in understanding concepts and acquiring skills germane to the class;
- be exposed to the artistic production, philosophy and cultural context of creative people in diverse cultures;
- apply skills and concepts to creative problem solving with an emphasis on original thinking in problem resolution;
- participate in the assessment of her own work, that of others in the class, and that of professionals;
- recognize the importance of visual literacy and the visual legacy to humankind past, present, and future;
- develop visual observation skills; and
- synthesize and apply information from many disciplines while seeking creative solutions to problems.

A major in the Art Department, in addition to the objectives above, will

- demonstrate an individual voice through a culminating exhibit, portfolio, or research project;
- attain highly developed visual observation skills; and
- articulate orally and through writing original thoughts about art, the individual and society (past, present, future).

Majors/Minors in Art

The **Studio Art major** is designed for the student who intends to pursue the creation of visual art as a profession. The program provides preparation for graduate school or for many entry level art positions. The student should begin the major the first semester of the freshman year in order to avoid delays in graduation and allow time for internships and/or research studies.

The **Graphic Design major** combines a background in traditional art concepts with computer design skills. The program is structured to help the student produce a professional portfolio that will allow her to pursue a position in graphic design or entrance into a graduate design program. Internships are strongly encouraged as a vital component of the graphic education process.

The **Art Education major** is designed for those students who wish to teach art as a profession. The college offers a program leading to K–12 art licensure in conjunction with the School of Education. Ideally, the student should begin the program during the freshman year to accommodate the course requirements in both areas.

The **Pre-Art Therapy major** is a pre-professional program designed to prepare the student for graduate study in Art Therapy. The student interested in this area needs to have an excellent academic record to be a viable graduate school candidate. The student must demonstrate proficiency in both studio art and psychology courses. A culminating project is strongly encouraged.

The **Art History minor** is a suitable complement to many majors offered at Meredith College, including Religion, History, Women's Studies and others. The minor is also designed for art students who wish to pursue careers that focus on the management of art: museums, galleries, or community-based art organizations. The minor prepares students for graduate school as well as employment not limited to art history. Because the discipline requires analytical and critical thinking skills, both orally and in writing, art history is a favored path for those who plan to attend law school as well as many other diverse pursuits.

Majors in Art and Pre-Art Therapy

Art

The Core Curriculum—25 credit hours

ART 101 Drawing I	3
ART 105 2D Design	3
ART 201 Drawing II	3
ART 206 Color Theory	3
ART 221 Art History Survey I	3
ART 222 Art History Survey II	3
ART 324 Topics in Modern Art	3
ART 495 Portfolio Photography	1
ART 496 Professional Practices	3

Studio Art Major—49 credit hours

The Core Curriculum	25
ART 207 3D Design	3
ART 300 Computer Design	2
ART 393 Junior Seminar	3
Art History elective	3
Electives chosen from the following:	15

- ART 130 Photography I (3)
- ART 160 Ceramics I (3)
- ART 210 Painting I (3)
- ART 220 Non-Western Art History (3)
- ART 230 Photography II (3)
- ART 260 Ceramics II (3)
- ART 248 Techniques of Illustration (3)
- ART 270 Fibers (3)
- ART 275 Metals & Jewelry (3)
- ART 310 Painting II (3)
- ART 323 Topics in Art History (3)
- ART 330 Photo Techniques & Processes (3)
- ART 350 Printmaking (3)
- ART 365 Sculpture (3)

Graphic Design Major—64 credit hours

The Core Curriculum	25
ART 130 Photography I	3
ART 140 Intro to Graphic Communication	3
ART 230 Photography II	3
ART 245 Typography and Layout	3
ART 248 Techniques of Illustration	3
ART 342 Digital Imaging	3
ART 393 Junior Seminar	1
ART 394 Graphic Design Studio	9
ART 404 Book Design	2
ART 494 Senior Portfolio	1
ART 497 Web Design Studio	2
Electives chosen from the following:	6

- ART 104 Oak Leaves (1)
- ART 160 Ceramics I (3)
- ART 207 3D Design (3)
- ART 210 Painting I (3)
- ART 220 Non-Western Art History (3)
- ART 270 Fibers (3)
- ART 275 Metals & Jewelry (3)
- ART 323 Topics in Art History (3)
- ART 330 Photographic Techniques & Processes (3)
- ART 350 Printmaking (3)
- ART 404 Book Design (2)
- ART 499 Research in Art (3)
- ART 920 Directed Independent Study (1–3)
- ART 930 Community Internship (1–3)

Art Education Major—80 credit hours

The Core Curriculum	25
Art History elective	3
ART 160 Ceramics I	3
ART 207 3D Design	3
ART 210 Painting I	3
ART 270 Fibers	3
ART 275 Metals & Jewelry	3
ART 300 Computer Design	2
ART 350 Printmaking	3
ART 365 Sculpture	3
ART 393 Junior Seminar	1
ART 734 Foundations in Art Education	3
ART 735 Teaching and Methods: Art Pre K–5	3
ART 736 Teaching and Methods: Art in Grades 6–12	3
EDU 232 Foundations	3
EDU 234 Ed Psych	3
EDU 241 Introduction to Instructional Media	3
PSY 210 or 310 Developmental	3

REVISED
The revised program can be found in the catalogue at
http://www.meredith.edu/academics/catalogues.htm

PSY 312 Exceptional	3
SOC 335 Race and Ethnic Relations	3
EDU 450 Reading	2
EDU 440 Seminar	1
EDU 466 Pre-Adolescent or EDU 467 Secondary School	3
Art History elective chosen from the following:	3
ART 220 Non-Western Art History (3)	
ART 323 Topics in Art History (Pre-modern, topics rotate) (3)	
Course required for Licensure but not for graduation	
EDU 490 Student Teaching	6

Foreign language competency at an advanced level is recommended, especially if graduate study in art history is anticipated.

Three hours of history above the 100 level are also recommended. Other guided electives may be chosen.

Pre-Art Therapy—49 hours

ART 101 Drawing I	3
ART 105 Two-Dimensional Design	3
ART 206 Color Theory	3
ART 210 Painting I	3
ART 160 Ceramics I	3
ART 734 Foundations of Art Education	3
ART 735 Teaching and Methods: Art PreK–5	3
ART 736 Teaching and Methods: Art in Grades 6–12	3
PSY 100 Intro to Psychology	3
PSY 200 Statistical Methods in Psych	3
PSY 210 Life Span Developmental or PSY 310 Psych of Children and Adolescents	3
PSY 300 Research Methods in Psychology	4
PSY 312 Psych of Exceptional Individual	3
PSY 320 Abnormal Psychology	3
PSY 332 Perception	3
PSY 420 Theories of Personality	3

MINORS IN ART

Minor in Studio Art 21 hours

ART 101 Beginning Drawing I	3
ART 105 Basic 2-D Design	3
Art History Survey I or II	3
Area of Specialization in upper level courses (200 and above)	6
Art electives	6

Art History Minor—24 credit hours

ART 221 Art History Survey I	3
ART 222 Art History Survey II	3
ART 323 Topics in (pre-modern) Art	3
ART 324 Topics in Modern Art	3
ART 492 Art History Theory & Methods	3
ART 494 Senior Project: Thesis	3
or ART 498 Honors Thesis in Art History	3
or ART 499 Research in Art (History)	3
Electives chosen from the following:	6

ART 101/105 Drawing I or 2D Design (3)
ART 130 Photography I (3)
ART 160 Ceramics I (3)
ART 201 Drawing II (3)
(prerequisite ART 101)
ART 207 3D Design (3)
(prerequisites ART 101, 105)
ART 220 Non-western Art History (3)
ART 299 Research in Art (3)
(prerequisites ART 101, 105 and 221 or 222)
ART 300 Computer Design (2)
ART 323 Topics in (pre-modern) Art (3)
(prerequisite ART 221 or 222)
ART 324 Topics in Modern Art (3)
(prerequisite ART 221 or 222)
ART 499 Research in Art (3) *(*
prerequisites ART 206 and 221 or 222)
MRE 201 Pilgrims, Poets & Prophets (3)
HIS 304 Greek and Roman History (3)
HIS 308 Twentieth-Century Europe (3)
HIS 314 Colonial America (3)
HIS 319 Contemporary American History (3)
HIS 385/REL 385 Europe in the Middle Ages (3)
HIS 387/REL 387 Age of Renaissance and Reformation (3)
ENG—Any 300-level English literature course (3-6)
(prerequisites ENG 111, 200)
SPA, FRE, GER, ITA Any 300-level Foreign literature course (3-6)
REL 252 Religion & the Arts in Asia (3)
(prerequisite one 100-level REL course)
REL 284 Sin, Satan & Evil (3)
(prerequisite one 100-level REL course)
REL 351 Comparative Mysticism (3)
(prerequisite one 100-level REL course)
REL 382 (History of Christianity (3)
(prerequisite one 100-level REL course)
REL 383 Religion in U.S. History (3)
(prerequisite one 100-level REL course)

— For Art classes, see pages 112– 116.

BIOLOGY AND HEALTH SCIENCES

Professor Mecham, Head; Professors Grimes, Reid, Swab, Wolfinger; Associate Professor Cuffney; Adjuncts Crumpler, Engell, Hjelmeland, Knopp, Mosley,

Biology and Health Sciences meets the needs of Meredith's liberal arts students by providing introductory and upper level courses that prepare non-majors to become more knowledgeably involved in science issues facing society. The department prepares majors and minors for success in graduate school, professional programs, and employment in wide ranging areas within the biological and health sciences. Biology courses at all levels provide opportunities for in-depth exposure to many areas of the biological sciences, for fostering skills in using the scientific process through investigative work, and for enhancing creative learning.

Goals of the Department are as follows:

- to provide a learning environment fostering growth of all students in scientific literacy and analytical abilities,
- to provide in introductory courses a basis for biological literacy in today's world and the biological foundation for upper level courses,
- to provide a knowledge base for relating biology to the physical sciences, nutrition and other disciplines,
- to provide through the various sequences of advanced courses an educational environment where content and rigor prepare majors and minors with the background for continued success beyond Meredith,

- to provide, through advising, academic and experiential programs tailored to meet the individual needs of our students.

Environmental Studies is an interdisciplinary major that prepares students to confront one of the major issues of the present and future: the management of Earth in order to sustain its biological diversity with minimal environmental degradation due to human activity. To achieve the objectives of the major, students will

- be knowledgeable about the relationship between humans and the environment;
- gain a general knowledge of biological, chemical and physical principles as they relate to environmental processes;
- have a working knowledge of biological diversity;
- have a general knowledge of geochemical, geological and meteorological principles; and
- be able to relate environmental scientific principles to human values of justice, global awareness, service and societal policies.

Career Directions

Biology and Health Science majors are prepared for careers in laboratory or field work, research, teaching, government service or advanced education.

The **Biology Major** focuses on the study of organisms as living units and as biotic components of ecosystems. Graduates of this concentration are prepared to attend graduate school in one of the diverse areas of botany, zoology, or ecology or to follow career paths in teaching, laboratory or field research, museums, natural areas, and travel-related occupations.

The **Health Science concentration** combines well with a student's preparation for medical, dental, pharmacy, or veterinary school. It also provides a strong basis for life and health science careers such as physician assistant, physical therapy, and nursing.

The **Molecular Biology concentration** prepares students to pursue graduate study or laboratory work in molecular biology, genetics, microbiology, cell biology, biochemistry, physiology, or medicine.

The **Environmental Science concentration** focuses on scientific issues and research related to the environment. Graduates have numerous job opportunities: teaching and curriculum development; research, opportunities with non-profit organizations; field work in natural areas; positions in recreation, environmental consulting, technical writing, policy making, or waste management.

The **Environmental Studies Major,** a more interdisciplinary major than the Environmental Science concentration, offers a wide range of job opportunities in these same areas for students who prefer to focus on the social, economic, and political aspects of environmental issues.

Resources

The **Department of Biology and Health Sciences** is housed in the new **Science and Mathematics Building** that opened in January 2003. This facility contains general and advanced laboratories for specialized study in undergraduate research, physiology, anatomy, invertebrate zoology, parasitology, microbiology, molecular biology, cell biology, biochemistry, genetics, evolution, ecology, field biology, and environmental science. An advanced light and electron microscope suite, greenhouse, animal room, photobiology unit, curriculum lab, library, and museum are in addition to the nine student/faculty research laboratories designed for student-faculty collaborations on original research. Research and cooperative opportunities are also available at many Raleigh/Durham/Chapel Hill/Research Triangle research facilities and laboratories. Meredith College is a charter member of the **Glaxo Smith-Kline Women in Science Scholars Program** and the **Howard Hughes Medical Institute Summer Research Intern program** administered by North Carolina State University.

There are numerous opportunities for Meredith College students to participate in research and courses at national and international study sites such as the School for Field Studies. Meredith College is an affiliated institution with the School for Field Studies which offers seven study abroad programs in the areas of ecology and field biology.

Credit Testing and Advanced Placement Biology Credit

Upon request, the department gives a placement exam to students who wish to receive credit for Biology 101. If scores indicate an adequate level of preparation, students receive credit for BIO 101 upon successful completion of BIO 141. Students who present an AP Biology score of 3 or above receive credit for BIO 101 and BIO 141.

Majors in Biology

B.A. in Biology: 45-50 hours

Required courses in Biology 30–32 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 211 and 241 Plant Biology and Lab	4
BIO 222 and 242 Invertebrate Zoology	4
or BIO 314 Parasitology	3
BIO 251 Cell Biology	3
or BIO 334 and 344 Microbiology and Lab	4
or BIO 431 and 461 Genetics and Lab	4
BIO 254 Evolution of Biological Systems	3
BIO 321 and 345 Comparative Vertebrate Anatomy and Lab	4
BIO 352 Symbiology	3
BIO 358 Aquatic Field Studies	2
or BIO 359 Terrestrial Field Studies	2

Required courses in Chemistry 12 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4

Required courses in Mathematics 3–6 hours

Prerequisite: MAT 141 or MAT 144 or competency

MAT 245 Statistics I	3

Recommended additional courses:

BIO 234 and 244 Principles of Ecology (4)
BIO 325 Environmental Science (4)

B.S. in Biology: 65-69 hours

Required courses in Biology 34–35 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 211 and 241 Plant Biology and Lab	4
BIO 222 and 242 Invertebrate Zoology	4
or BIO 314 Parasitology	3
BIO 254 Evolution of Biological Systems	3
BIO 321 and 345 Comparative Vertebrate Anatomy and Lab	4
BIO 334 and 344 Microbiology	4
BIO 352 Symbiology	3
BIO 358 Aquatic Field Studies	2
or BIO 359 Terrestrial Field Studies	2
BIO 498, 499 or 930 Honors Thesis, Senior Research, or Internship	3

Required courses in Chemistry 16 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
CHE 436 and 446 Biochemistry and Lab	4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab	4
PHY 212 and 242 General Physics II and Lab	4

Required courses in Mathematics 7-10 hours

Prerequisite: MAT 144 or MAT 141 and MAT 143 or competency

MAT 211 Calculus I	4
MAT 245 Statistics I	3

Recommended additional courses:

BIO 234 and 244 Principles of Ecology (4)
BIO 325 Environmental Science (4)

B.S. in Biology with a concentration in Health Science: 66–69 hours

(This concentration combines well with Pre-Health Professional courses of study such as pre-medicine, pre-dentistry, pre-pharmacy, pre-physician assistant, pre-physical therapy and pre-veterinary medicine. See p. 51)

Required courses in Biology 35 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 251 Cell Biology	3
BIO 321 and 345 Comparative Vert Anatomy	4
BIO 323 and 343 Vertebrate Physiology	4
BIO 334 and 344 Microbiology	4
BIO 436 and 446 Biochemistry	4
Electives	8

Required courses in Chemistry 16 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
CHE 222 and 242 Organic Chemistry II and Lab	4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab	4
PHY 212 and 242 General Physics II and Lab	4

Required courses in Mathematics 7–10 hours

Prerequisite: MAT 144 or competency

MAT 211 Calculus I	4
MAT 245 Statistics I	3

B.S. in Biology with a concentration in Molecular Biology: 67–70 hours

Required courses in Biology 36 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 251 Cell Biology	3
BIO 256 Techniques in Microscopy	1
BIO 258 Techniques in Tissue Culture	1
BIO 334 and 344 Microbiology and Lab	4
BIO 356 Biotechnology	4
BIO 431 and 461 Genetics and Lab	4
BIO 436 and 446 Biochemistry and Lab	4
BIO 498, 499, or 930 Honors Thesis, Senior Research, or Internship	3
Electives	4

Required courses in Chemisry 16 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
CHE 222 and 242 Organic Chemistry II and Lab or CHE 350 Quantitative Analytical Chemistry	4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab	4
PHY 212 and 242 General Physics II and Lab	4

Required courses in Mathematics 7–10 hours

Prerequisite: MAT 144 or competency

MAT 211 Calculus I	4
MAT 245 Statistics I	3

B. S. in Biology with a concentration in Environmental Science: 66-70 hrs

Required courses in Biology 31–32 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 211 and 241 Plant Biology and Lab	4

BIO 222 and 242 Invertebrate Zoology	4
or BIO 314 Parasitology	3
BIO 234 and 244 Principles of Ecology and Lab	4
BIO 325 Environmental Science	4
BIO 334 and 344 Microbiology	4
BIO 358 Aquatic Field Studies	2
BIO 359 Terrestrial Field Studies	2

Required courses in Chemistry and Physical Science 20 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
CHE 222 and 242 Organic Chemistry II and Lab or CHE 350 Quantitative Analytical Chemistry	4
GEO 200 and 240 Earth Science and Lab	4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab	4
PHY 212 and 242 General Physics II and Lab	4

Required courses in Mathematics 7–10 hours

Prerequisite: MAT 144 or competency

MAT 211 Calculus I	4
MAT 245 Statistics I	3

B.A. in Environmental Studies

Required courses in Biology 16 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 234 and 244 Principles of Ecology and Lab	4
BIO 325 Environmental Science	4

Required courses in Physical Science 15 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
GEO 200 and 240 Earth Science and Lab	4
PHY 100 Principles of Physical Science	3
Electives chosen from the following	6

- BIO 211 and 241 Plant Biology and Lab (4)
- BIO 222 and 242 Invertebrate Zoology and Lab (4)
- BIO 358 Aquatic Field Studies (2)
- BIO 359 Terrestrial Field Studies (2)
- GEO 326 Environmental Resources (3)

Required course in Mathematics 3 hours

MAT 245 Statistics	3

Required courses in Humanities, Economics, Communication, & Social Sciences 24 hours

PHI/REL 345 Environmental Ethics	3
ECO 101 Microeconomic Principles	3
ENG 358 Advanced Composition	3
Electives chosen from the following	15

- COM 370 Nonverbal Communication (3)
- COM 400 Special Topics (3)
- ECO 356 Public Policy Economics (3)
- GEO 302 Economic Geography (3)
- HIS 300 Introduction to Public History (3)
- POL 331 Environmental Politics (3)
- POL 340 State and Local Government (3)
- SOC 374 Social Research Principles (3)
- SOC 430 Population Dynamics (3)
- SOC 432 Sociology of Organizations (3)

Required culminating course 3 hours

ENS 930 Community Internship or ENS 498 or 499 Honors Thesis or Research	3

Minor in Biology 20 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
Electives in BIO 200 or above	12

Licensure

Middle grades (6–9) licensure in science is available to students in any major who complete these minimum requirements: BIO 101, 141, 102, 142, CHE 111, 141, PHY 100, GEO 200, GEO 240 and SCI 764. Secondary (9–12) licensure in Biology is available to students who satisfy the requirements for either a BA or a BS in Biology following the Program Requirements for Secondary Teacher Education listed on pp. 79.

Clinical Laboratory Sciences

The Department of Clinical Laboratory Sciences, School of Allied Health Professionals, Medical College of Virginia Campus, Virginia Commonwealth University guarantees admission into the Master of Science program in clinical laboratory sciences for Meredith College students with the following qualifications:

- Baccalaureate Degree in Biology
- Minimum GPA of 3.25
- Minimum Science GPA of 3.0
- Minimum TOEFL of 570 for international students whose native language is not exclusively English.
- The GRE must be taken within the first enrolled year, but the results are to be used for record keeping purposes only.
- In the event that all positions in the class are filled, applicants accepted under this agreement will be given first priority when space becomes available.

— For Biology courses, see pages 116-119.
—For Science courses, see pages 170.

THE SCHOOL OF BUSINESS

Irving H. Wainwright Professor of Business Adkins, Dean; Professors Oatsvall, Wakeman and Wessels; Associate Professors Bledsoe, Cox, Milewicz, Pencek; Assistant Professors Barnes, Hurt, and York; Adjuncts Best, Eubanks, Natarajan, and Steele.

The School of Business offers the following degree options:

- B.S. with a major in Accounting,
- B.S. with a major in International Business,
- B.S. with a major in Business Administration with concentrations in Economics, Finance, Human Resource Management, Marketing, and Management,
- B.A.with a major in Economics,
- Master of Business Administration (MBA), and
- B.S./M.B.A. option for accounting majors.

The B.S. degree with a major in Business Administration with a concentration in Management is available during the evenings through Undergraduate Degree Programs for Women Age 23^+.

In today's economy, employers increasingly insist on employees who are both trained in the liberal arts and prepared to become productive employees. The School of Business builds upon Meredith's strong liberal arts foundation by helping our students prepare for fulfilling and productive careers. This combination gives our students a tremendous competitive edge when entering the job market. Some examples of positions filled by our recent graduates are financial analyst at Wachovia, staff auditor at Ernst and Young, human resource director at Maxim Healthcare Services, administrative specialist at Glaxo, sales representative at Pepsi, and advertising assistant at the News and Observer. We also have an active internship program that places our students with companies such as Morgan Stanley, Wachovia, Northwestern Mutual Financial Network, the Equal Employment Opportunity Commission, IBM, and local law firms, radio and TV stations, and technology companies.

Students are also able to make professional connections to the business community by participating in the five clubs that the school sponsors. The clubs are the Accounting Association, Pi Sigma Epsilon, Society for Human Resource Management, the Student Business Advisory Board, and the business honor club Delta Mu Delta.

Mission Statement

Our mission is to provide an academically-challenging learning experience that develops critical-thinking skills in all areas of business administration, and which emphasizes teamwork, leadership, communication skills, and ethical decision-making. Excellent teaching is complemented by strong, collaborative faculty/student relationships, by faculty scholarship that enhances our curriculum, and by service to the College and to our community.

Objectives of the Accounting Major

- To provide an overview of financial and managerial accounting to enable students to understand and utilize financial statements,
- To offer accounting majors courses which include topics covered on the CPA exam,
- To integrate technology into the accounting curriculum by requiring students to use computer software currently used in the accounting profession, and
- To prepare students to use various methods of tax research, including both computerized and other resources.

Objectives of the International Business Major

- To provide students with a broad-based understanding of the economic, political, cultural, and ethical environments within which international business occurs
- To provide a thorough comprehension of the functional business areas involved in international business
- To develop an understanding of the importance of linguistics skills for the international business woman and to enable students to become proficient in a spoken language
- To integrate technology into the international business curriculum where appropriate
- To develop and practice presentation skills through the use of case studies, group projects and/or term projects

Objectives of the Economics Concentration

- To provide, as an integral part of the social science component of the liberal arts curriculum, an opportunity to become familiar with economic science
- To provide a theoretical foundation for business decision making
- To provide students with a general knowledge of economic problems and the framework for analyzing these problems
- To provide courses that cover a wide variety of economic topics and the analytical tools needed to understand and solve economic problems as students prepare for careers or for graduate study

Objectives of the Finance Concentration

- To provide students with the opportunity to learn principles of corporate and personal financial management
- To integrate information technology into the finance curriculum
- To provide a theoretical foundation for ethical decision making
- To develop and practice research skills through the use of case studies, group projects, and/or term projects
- To strengthen skills in the analysis and interpretation of financial data, including a global focus

Objectives of the Human Resource Management Concentration

- To provide students with an understanding of the role of human resource management in the development of business and organizational strategies
- To expose students in the human resource management concentration to the major functions of HRM: recruiting, selection, training, labor relations, and compensation
- To provide students in the concentration opportunities to learn and use research tools
- To integrate current technology where appropriate
- To provide students valuable HRM work experience through required internships

Objectives of the Management Concentration

- To encourage the development of a personal management philosophy and attitudes that would enable students to enter and progress successfully through a variety of business career tracks
- To expose students to the different schools of management thought and to provide opportunities to apply theoretical concepts
- To provide opportunities to apply case analysis techniques through written and presentation applications
- To offer students information covering the history of management, the principles and functions of management which apply to a variety of organizational settings
- To integrate technology into the management curriculum where appropriate
- To provide students in the management concentration opportunities to develop and practice research skills

Objectives of the Marketing Concentration

- To provide marketing students with an understanding of the role of marketing in the development of business and organizational strategies
- To provide a thorough understanding of the principles of marketing, including the areas of pricing, distribution, promotion, and product policy
- To provide students in the marketing curriculum with the opportunity to construct, present, and implement a quality marketing plan for any product or service
- To integrate technology where appropriate
- To expose students to marketing research tools and to develop a framework for investigating and analyzing marketing problems

Career Directions

Students in the **Economics Concentration** prepare for research, planning, and management positions in business, financial institutions, non-profit organizations, or government agencies. The **Finance Concentration** permits students to develop skills that position them for careers in banking, stock brokerage firms, mortgage companies, and other financial institutions. The **Human Resource Management Concentration** prepares students for positions such as Benefits Administrator, Compensation Analyst, Employee Relations Specialist, and Recruiter. The **Management Concentration** provides an opportunity for students to strengthen leadership and decision-making skills and to prepare for operational and staff positions in production, marketing, finance, and other business fields. The **Marketing Concentration** permits students to focus on those content areas most likely to enhance access to careers in direct selling, marketing research, advertising, and marketing planning. The Accounting Major prepares students for positions such as Auditor, Financial Analyst, and Credit Officer. The **International Business** major prepares students to work in various functional areas of multinational corporations.

Additional courses in business and economics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the school dean and arrange for it through the special studies options listed on page 41.

The School of Business also awards a Masters of Business Administration. Details of the M.B.A. program are available in the John E. Weems Graduate School.

A special five-year program, the B.S./M.B.A. Option for Accounting, offers accounting majors the opportunity to meet the 150-hour education requirement of Certified Public Accountant (CPA) candidates as recommended by the American Institute of Certified Public Accounting (AICPA) and required by many states. Upon acceptance to the program, Meredith accounting students will begin taking graduate classes in their senior year and complete the M.B.A. in the summer and regular academic year following. Curriculum planning for the five-year program begins when the accounting major is declared.

Majors in the School of Business

B.S. Degree with a Major in Accounting 48 hours

ACC 230 Principles of Accounting I	3
ACC 231 Principles of Accounting II	3
ACC 330 Intermediate Accounting I	3
ACC 331 Intermediate Accounting II	3
ACC 333 Cost Accounting	3
ACC 336 Federal Taxation - Individuals	3
BUS 240 Principles of Management	3
BUS 260 Principles of Marketing	3
BUS 370 Corporation Finance	3
ECO 100 Macroeconomic Principles	3
ECO 101 Microeconomic Principles	3
MAT 245 (or equivalent) Statistics I	3
Electives chosen from the following	12
ACC 332 Managerial Accounting (3)	
ACC 337 Fed Tax—Corp and Partnerships (3)	
ACC 436 Selected Topics in Accounting (3)	
ACC 437 Advanced Accounting (3)	
ACC 43B Auditing (3)	
ACC 440 Legal Environment of Accounting or BUS 340 Business Law (3)	
BUS 345 Quantitative Methods (3)	
BUS 472 Intermediate Finance Management (3)	
CIS 312 Information Systems Management (3)	
Credit will not be given for both BUS 340 and ACC 440.	

B.S. Degree with a Major in Business Administration

Candidates for the Bachelor of Science degree in business administration must take 24 hours in a prescribed core and additional hours in their chosen concentration. Students earning a second concentration must complete an additional 24 hours of course work that do not overlap the first concentration. With careful scheduling, including summers, it is possible for a student to complete all requirements within three years.

The Core Curriculum 24 hours

ACC 230 Principles of Accounting I	3
ACC 231 Principles of Accounting II	3
BUS 240 Principles of Management	3
BUS 260 Principles of Marketing	3
BUS 370 Corporation Finance	3

ECO 100 Macroeconomic Principles	3
ECO 101 Microeconomic Principles	3
MAT 245 (or equivalent) Statistics I	3

B.S. Degree in Business Administration Economics Concentration 48 hours

The Core Curriculum	24
ECO 300 Intermediate Macroeconomics	3
ECO 301 Intermediate Microeconomics	3
BUS 495 Business Policy	3
Electives chosen from the following	15

ECO 322 Economic Geography (3)
ECO 334 International Economics (3)
ECO 335 Gender and the Economy (3)
ECO 355 Money and Banking (3)
ECO 356 Public Policy Economics (3)
ECO 364 Labor Economics (3)
BUS 345 Quantitative Methods (3)
BUS 361 Consumer Behavior (3)
BUS 472 Intermediate Financial Management (3)
BUS 474 Inves. Analy. & Portfolio Mgt (3)
Or related courses approved by the Dean of the School of Business

B.S. Degree in Business Administration Finance Concentration 55 hours

The Core Curriculum	24
MAT 211 Calculus I	4
ACC 330 Intermediate Accounting I OR	
ACC 332 Managerial Accounting	3
ACC 336 Federal Taxation—Individuals	3
ECO 355 Money and Banking	3
BUS 472 Intermediate Finance Management	3
BUS 474 Investment Analysis & Portfolio Management	3
BUS 495 Business Policy	3
Electives chosen from the following	9

ACC 331 Intermediate Accounting II (3)
ACC 337 Fed Tax—Corp & Partnerships (3)
BUS 340 Business Law (3)
BUS 466 Sales Management (3)
BUS 480 Business Internship (3)
BUS 499 Research in Business (3)
ECO 301 Intermediate Microeconomics (3)
CIS 312 Information Systems Management (3)
or related courses approved by the dean of the School of Business.

B.S. Degree in Business Administration Human Resource Management Concentration 48 hours

The Core Curriculum	24
ACC 332 Managerial Accounting	3
BUS 350 Human Resource Management	3
BUS 352 Training and Development	3
BUS 452 Compensation and Benefits	3
BUS 481 Human Resource Management Internship	3
BUS 495 Business Policy	3
Electives chosen from the following	6

BUS 340 Business Law (3)
BUS 348 Organizational Behavior (3)
BUS 456 Industrial Relations (3)
BUS 458 Employment Law (3)
ECO 335 Gender and the Economy (3)
ECO 364 Labor Economics (3)
SOC 335 Race and Ethnic Relations (3)
PSY 422 Psychological Testing and Evaluation (3)
CIS 312 Information Systems Management (3)
or related courses approved by the dean of the School of Business.

B.S. Degree in Business Administration Management Concentration 48 hours

The Core Curriculum	24
ACC 332 Managerial Accounting	3
BUS 495 Business Policy	3
Electives chosen from accounting, business and economics courses numbered 300 and above, CSC 312 or related courses approved by the dean of the School of Business	18

B.S. Degree in Business Administration Marketing Concentration 48 hours

The Core Curriculum	24
ACC 332 Managerial Accounting	3
BUS 365 Marketing Research	3
BUS 468 Marketing Mgmt. And Planning	3
BUS 495 Business Policy	3
Electives chosen from the following	12

BUS 340 Business Law (3)
BUS 345 Quantitative Methods (3)
BUS 348 Organizational Behavior (3)
BUS 361 Consumer Behavior (3)
BUS 369 International Marketing (3)
BUS 466 Sales Management (3)
BUS 467 Advertising &Sales Promotion (3)
BUS 472 Intermediate Financial Mgmt. (3)
BUS 480 Business Internship (3)
ECO 301 Intermediate Macroeconomics (3)
CIS 312 Information Systems Management (3) or related courses approved by the dean of the School of Business.

B.S. Degree in International Business 69 hours

Candidates for the Bachelor of Science degree in International Business must rake 30 hours in a prescribed core and 21 additional hours from a specified list; in addition, they must complete a co-requirement of an 18 hour language minor. The language minor must be a spoken language.

ACC 230 Principles of Accounting I	3
ACC 231 Principles of Accounting II	3
ACC 332 Managerial Accounting	3
BUS 240 Principles of Management	3
BUS 260 Principles of Marketing	3
BUS 370 Corporation Finance	3
BUS 495 Business Policy	3
ECO 100 Macroeconomic Principles	3
ECO 101 Microeconomic Principles	3
MAT 245 (or equivalent) Statistics	3
BUS 310 International Business	3
BUS 369 International Marketing	3
ECO 334 International Economics	3
REL 102 World Religions	3
One course in contemporary area studies chosen from	3

  - HIS 200 Intro to Latin American History (3)
  - HIS 224 Intro to Asian History (3)
  - HIS 281 Intro to African History (3)
  - HIS 282 History of Modern Middle East (3)
  - HIS 306 Russia in the 20th Century (3)
  - HIS 308 Twentieth Century Europe (3)
  - HIS 310 Modern China (3)
  - HIS 311 Modern Japan (3)
  - HIS 312 India: Past and Present (3)
  - HIS 325 Asian Civilizations (3)
  - IDS 280 China Today (3)
- GEO 205 World Regional Geography, ECO 322 Economic Geography, or GEO 368 Political Geography 3
- POL 210 International Politics, POL 204 Mod. Political Systems, or POL 320 International Political Economics .3
- Language minor 18

B.A. Degree in Economics 30 hours

- ECO 100 Macroeconomic Principles 3
- ECO 101 Microeconomic Principles 3
- ECO 300 Intermediate Microeconomics 3
- ECO 301 Intermediate Macroeconomics .3
- MAT 245 Statistics I 3
- **Electives** chosen from the following 15
  - ECO 322 Economic Geography (3)
  - ECO 324 History of Economic Thought (3)
  - ECO 334 International Economics (3)
  - ECO 335 Gender and the Economy (3)
  - ECO 355 Money and Banking (3)
  - ECO 356 Public Policy Economics (3)
  - ECO 364 Labor Economics (3)
  - ECO 435 Comparative Economic Systems (3)
  - ECO 498 Honors Thesis in Economics (3)
  - ECO 499 Research in Economics (3)
  - BUS 345 Quantitative Methods (3)
  - BUS 361 Consumer Behavior (3)
  - BUS 472 Intermediate Financial Management (3)
  - BUS 474 Investment Analysis & Portfolio Management (3)

Students in the major, particularly those planning to pursue graduate studies, are urged to take MAT 211 as well.

Minors in Business

The school also offers minors in accounting, actuarial economics, business administration, economics, finance, management, marketing, and human resource management; these minors are available to complement majors in other departments only. At least 12 of the 21 hours must be taken at Meredith.

Accounting 21 hours

- ACC 230 Principles of Accounting I 3
- ACC 231 Principles of Accounting II 3
- ACC 330 Intermediate Accounting I 3
- ACC 331 Intermediate Accounting II 3
- **Electives** chosen from the following 9
  - ACC 332 Managerial Accounting (3)
  - ACC 333 Cost Accounting (3)
  - ACC 336 Federal Taxation –Individuals (3)
  - ACC 337 Federal Taxation –Corp and Partnership (3)
  - ACC 436 Selected Topics in Accounting (3)
  - ACC 437 Advanced Accounting (3)
  - ACC 438 Auditing (3)
  - ACC 440 Legal Envir. of Accounting
    Or BUS 340 Business Law (3)
  - BUS 472 Intermediate Financial Management (3)
    (Prerequisites: BUS 370, MAT 245 and ECO 101)

Actuarial Economics 24 hours

- ACC 230 Principles of Accounting I 3
- ACC 231 Principles of Accounting II 3
- BUS 370 Corporation Finance 3
  (Prerequisite: MAT 245)
- BUS 474 Investment Analysis and Portfolio Management 3
- ECO 100 Macroeconomic Principles 3
- ECO 101 Microeconomic Principles 3
- ECO 301 Intermediate Microeconomics .3

Business Administration 21 hours

- ACC 230 Principles of Accounting I 3
- BUS 240 Principles of Management 3
- ECO 100 Macroeconomic Principles 3
- ECO 101 Microeconomics Principles 3
- **Electives** chosen from the following 9
  - ACC 231 Principles of Accounting II (3)
  - BUS 260 Principles of Marketing (3)
  - BUS 310 International Business (3)
  - BUS 340 Business Law (3)
  - BUS 344 Business Communications (3)
  - BUS 348 Organizational Behavior (3)
  - BUS 370 Corporation Finance (3)
    (Prerequisite: MAT 245)
  - ECO 300 Intermediate Macroeconomics (3)
  - ECO 301 Intermediate Microeconomics (3)

Economics 21 hours

- ECO 100 Macroeconomic Principles 3
- ECO 101 Microeconomic Principles 3
- ECO 300 Intermediate Microeconomic 3
- ECO 301 Intermediate Macroeconomic .3
- **Electives** chosen from the following 9
  - ECO 322 Economic Geography (3)
  - ECO 324 History of Economic Thought (3)
  - ECO 334 International Economics (3)
  - ECO 335 Gender and the Economy (3)
  - ECO 355 Money and Banking (3)
  - ECO 356 Public Policy Economics (3)
  - ECO 364 Labor Economics (3)
  - ECO 435 Comparative Economic Systems (3)
  - BUS 361 Consumer Behavior (3)
    (Prerequisite: BUS 240)
  - BUS 370 Corporation Finance (3)
    (Prerequisite: MAT 245)
  - BUS 472 Intermediate Financial Management (3)
  - BUS 474 Investment Analysis and Portfolio Management (3)

Finance 24 hours

ACC 230 Principles of Accounting I	3
ACC 231 Principles of Accounting II	3
BUS 370 Corporation Finance (Prerequisite: MAT 245)	3
BUS 472 Intermediate Financial Management	3
BUS 474 Investment Analysis and Portfolio Management	3
ECO 101 Microeconomic Principles	3
Elective chosen from the following	3
ACC 330 Intermediate Accounting I (3)	
ACC 331 Intermediate Accounting II (3)	
ACC 332 Managerial Accounting (3)	
ACC 333 Cost Accounting (3)	
BUS 345 Quantitative Methods (3) (Prerequisite: BUS 240)	
ECO 100 Macroeconomic Principles (3)	
ECO 301 Intermediate Macroeconomics (3)	
ECO 355 Money and Banking (3)	
ECO 356 Public Policy Economics (3)	

Human Resource Management 21 hours

ACC 230 Principles of Accounting I	3
BUS 240 Principles of Management	3
BUS 350 Human Resource Management	3
BUS 352 Training and Development	3
BUS 452 Compensation and Benefits	3
ECO 101 Microeconomic Principles	3
Elective chosen from the following	3
BUS 348 Organizational Behavior (3)	
BUS 456 Industrial Relations (3)	
BUS 481 Human Resource Management Internship (3)	

Management 21 hours

ACC 230 Principles of Accounting I	3
BUS 240 Principles of Management	3
BUS 260 Principles of Marketing	3
BUS 348 Organization Behavior	3
BUS 350 Human Resource Management	3
ECO 101 Microeconomics Principles	3
Elective chosen from the following	3
ACC 231 Principles of Accounting II (3)	
BUS 310 International Business (3)	
BUS 344 Business Communications (3)	
BUS 369 International Marketing (3)	
BUS 466 Sales Management (3)	
BUS 468 Marketing Management and Planning (3)	
ECO 100 Macroeconomic Principles (3)	
ECO 364 Labor Economics (3)	

Marketing 24 hours

ACC 230 Principles of Accounting I	3
BUS 240 Principles of Management	3
BUS 260 Principles of Marketing	3
BUS 365 Marketing Research (Prerequisite: MAT 245)	3
BUS 468 Marketing Management and Planning	3
ECO 101 Microeconomics Principles	3
Elective chosen from the following	3
ACC 231 Principles of Accounting II (3)	
BUS 340 Business Law (3)	
BUS 344 Business Communication (3)	
BUS 361 Consumer Behavior (3)	
BUS 369 International Marketing (3)	
BUS 466 Sales Management (3)	
BUS 467 Advertising and Sales Promotion (3)	
ECO 100 Macroeconomics Principles (3)	
ECO 301 Intermediate Microeconomics (3)	

— For Accounting courses, see pages 111 –112.

— For Business courses, see pages 119–121.

— For Economic courses, see pages 132–133.

Career Studies

Director Sumerel; Associate Director Sumner, Employer Relations, Assistant Director Losordo, Career Development.

The **purpose** of Career Studies at Meredith College is to facilitate the career development of Meredith students through classroom and experiential learning. Early and informed career planning can make a vital difference to today's college graduate. The programs of the Meredith College Career Center are designed to equip students with the knowledge, skills, and tools to translate education and experience into rewarding careers.

Career Planning Seminars are one-hour pass/fail courses taught on two levels. CPS 101 for freshmen and sophomores uses self-assessment and career exploration to assist students in selecting academic majors. CPS 301 helps junior and senior students relate chosen majors to career fields and to develop job search skills and strategies. Cooperative Education (COE) courses provide the opportunity for students to apply academic knowledge in actual job situations while confirming career choices and gaining valuable workplace experience. Career Studies at Meredith College serve as an important bridge between academic pursuits and career goals.

— For Cooperative Education courses, see page 125.
— For Career Planning Seminar courses, see page 128.

Chemistry, Physics, and Geoscience

Associate Professor Hazard, Head; Professor Shiflett, Associate Professors Lewis and Powell; Assistant Professor Schmidt; Laboratory Technician Sen; Adjuncts Jacobs, McCormick, and Warren.

The purpose of the Department of Chemistry, Physics, and Geoscience is to provide courses and programs of academic excellence in chemistry, physics and geoscience that will

- enable majors and minors to attain their educational and career goals; and
- prepare all students to live as informed and responsible citizens with a global and environmental awareness in a world where ideas and events are strongly influenced by science and technology.

All students completing courses in the department will

- develop a knowledge of scientific discovery and process;
- improve their ability to reason and critically analyze evidence and support for information; and
- become scientifically literate in one or more of the disciplines in the department (astronomy, chemistry, physics, or geoscience).

In addition, chemistry majors will

- acquire a knowledge of inorganic, organic, analytical, and physical chemistry,
- develop the skills and knowledge necessary to work competently and safely in a chemistry laboratory,
- be able to employ current research tools and strategies,
- acquire the knowledge and skills necessary to pursue graduate or professional studies or careers in chemistry or teaching,
- understand the dynamic nature of science and the necessity for continuing education.

The department offers introductory courses in chemistry, physics, geography, and geoscience to satisfy the general education needs of students. Students who desire more advanced study may choose a minor in chemistry, chemical physics, geography, or they may pursue a major in chemistry leading to a B.A. or a B.S. degree.

The major in chemistry for the B.A. degree is designed to allow maximum flexibility. It is a good option for students treating chemistry as a second major. The major in chemistry for the B.S. degree has more specific requirements than does the major for the B.A. degree. A major in chemistry, in addition to providing a well-rounded education, specifically prepares students for graduate school, a career in the chemical industry, teaching, or a variety of health related fields such as dentistry, medicine, medical technology, pharmacy, or veterinary science.

Chemistry majors are strongly encouraged to enhance their professional training by participating in internships or the cooperative education program.

Courses in the physical sciences are also available at North Carolina State University under Cooperating Raleigh Colleges.

Students who wish advanced study and research in chemistry and physics should consult with the department head and arrange for it through the special studies options.

Engineering Dual Degree

An Engineering Dual Degree Program is available to Meredith College students. In this 5-year program, a student can receive a Bachelor of Arts degree from Meredith College in chemistry and either a B.S. in Chemical Engineering or a B.S. in Environmental Engineering from NCSU. For details of the program see p. 51. Other engineering dual degree combinations can be found on p. 98 (math). Interested students should contact Dr. Charles Lewis, the Engineering Program Coordinator at Meredith before registering for the first semester at Meredith College.

Majors in Chemistry

Core Curriculum 24 hours

CHE 111, 141 General Chemistry I & Lab	4
CHE 112, 142 General Chemistry II & Lab	4
CHE 221, 241 Organic Chemistry I & Lab	4
CHE 222, 242 Organic Chemistry II & Lab	4
CHE 350 Quantitative Analytical Chemistry	4
PHY 211, 241 General Physics I & Lab	4
PHY 212, 242 General Physics II & Lab	4
MAT 211 Calculus I	4

Bachelor of Arts with a major in Chemistry 45 hours

Core Curriculum	32
Additional hours in chemistry courses, including CHE 490, numbered 200 or above	7
Elective hours chosen from biology, chemistry, mathematics and physics at the 200 level or above	6

Bachelor of Science with a major in Chemistry 61 hours

Core Curriculum	32
CHE 420 Chemical Thermodynamics & Kinetics	3
CHE 430 Atomic & Molecular Structure	3
CHE 441 Experimental Physical Chemistry I	1
CHE 442 Experimental Physical Chemistry II	1
Elective chemistry courses numbered 200 or above	10
One hour selected from the following	1
CHE 490 Seminar (1-2)	
CHE 498 Honors Thesis in Chemistry (3)	
CHE 499 Research (1-2)	
CHE 930 Special Studies (1-3)	
or cooperative education	
MAT 212 Calculus II	4
MAT 220 Linear Algebra or MAT 354 Differential Equations	3
Elective chosen from the following	3
BIO 101 General Biology I (3)	
CSC 101 Beginning Programming (3)	
MAT 220 Linear Algebra (3)	
MAT 354 Differential Equations (3)	

All students are required to give an oral presentation.

Minors in Chemistry and Geoscience

Chemistry 20 hours

CHE 111, 141 General Chemistry I & Lab	4
CHE 112, 142 General Chemistry II & Lab	4
Electives chosen from the following	12
CHE 221/241 Organic Chemistry I & Lab(4)	
CHE 350 Quanititative Analytical Chemistry (4)	
CHE 222/242 Organic Chemistry II & Lab or	
CHE 436/446 BioChemistry & Lab (4)	
(Prerequisite: BIO 101/141)	
CHE 420/441 Chem. Thermodynamics & Kinetics or	
(Prerequisites: PHY 211/241, PHY 212/242 and MAT 211)	
CHE 430/442 Atomic & Molecular Structure or	
CHE 474 Inorganic & Bioinorganic Chemistry (3)	

Chemical Physics 19 hours

CHE 111, 141 General Chemistry I & Lab	4
CHE 112, 142 General Chemistry II & Lab	4
PHY 211, 241 General Physics I & Lab (Prerequisite: MAT 211)	4
PHY 212, 242 General Physics II & Lab	4
CHE 420 Chem. Thermodynamic & Kinetics or CHE 430 Atomic & Molecular Structure	3

Geoscience 22 hours

GEO 200, 240 Earth Science & Lab	4
GEO 205 World Regional Geography	3
GEO 326 Environmental Resources (Prerequisite: CHE 111/141)	3
Electives chosen from geoscience courses at the 200 level or above (at least 3 of these hours must be at the 300 level)	8

All elective hours must be approved by the department head.

Teacher licensure is available in B-K, K-6, 6-9 science concentration and 9-12 chemistry. See licensure requirements in the School of Education listing.

— For Chemistry courses, see pages 122-124.
— For Geoscience courses, see pages 144-145.
— For Physics courses, see page 164.

Communication

Associate Professor Ross, Head; Associate Professor Creagh; Assistant Professor Spero; Instructor Humphreys; Adjuncts Brewer, Mayberry, McCormick, and Oliver.

The mission of the Communication Department is to offer human and mass communication courses and other educational opportunities to equip students with the communication skills and knowledge that prepare them for personal and professional success.

Majors in Communication

Candidates for the Bachelor of Arts with a major in communication must take 24 hours of core requirements and 18 hours of their chosen concentration, for a total of 42 hours. The concentrations offered are Mass Communication and Human Communication. Both concentrations require one writing intensive course and a minimum of 6 hours at the 300 or 400 level.

The Core Curriculum 24 hours

COM 100 Intro to Communication Studies	3
COM 140 House Management, COM 141 Publicity, or COM 142 Box Office	1
COM 225 Public Speaking	3
COM 260 Interpersonal Communication	3
COM 300 Small Group Communication or COM 450 Relational Communication	3
COM 325 Oral Interp. of Literature or COM 350 Business & Prof. Communication	3
COM 380 Communication Law and Ethics	3
COM 410 Senior Thesis	2
COM 495 Theories of Human Communication	3

Mass Communication Concentration 18 hours

COM 290 Intro to Mass Communication	3
COM 330 Video Production	3
COM 360 Writing for the Media	3
COM 930 Internship	3
Electives chosen from the following:	6

ART 140 Intro to Graphic Communication (3)
ART 130 Photography I (3)
ART 230 Photography II (3)
ART 330 Photographic Tech. & Processes (3)
BUS 260 Priniciples of Marketing (3)
BUS 361 Consumer Behavior (3)
BUS 365 Marketing Research (3)
BUS 466 Sales Management (3)
BUS 467 Advertising & Sales Promotion (3)
COM 150 Voice and Articulation (3)
COM 300 Small Group Communication (3)
COM 370 Nonverbal Communication (3)
COM 375 Gender Communication (3)
COM 400 Special Topics in Communication (3)
ENG 240 Introduction to Film (3)
ENG 245 Introduction to Journalism (3)
ENG 247 Copy-Editing (3)
ENG 358 Advanced Composition (3)

Human Communication Concentration 18 hours

COM 370 Nonverbal Communication	3
COM 375 Gender Communication	3
COM 390 Intercultural Communication	3
COM 930 Internship	3
Electives chosen from the following:	6

BUS 240 Principles of Management (3)
BUS 344 Business Communications (3)
BUS 348 Organizational Behavior (3)
BUS 350 Human Resource Management (3)
BUS 352 Training and Development (3)
BUS 466 Sales Management (3)
CD 335 Marriage/Family Relationships (3)
COM 150 Voice and Articulation (3)
COM 270 American Sign Language (2)
COM 300 Small Group Communication (3)
COM 450 Relational Communication (3)
COM 400 Special Topics in Communication (3)
ENG 270 Literary Research/Crit. Theory (3)
PHI 210 Critical Thinking (3)
POL 301 Const & Rights of Americans (3)
POL 303 Cont Amer Policy & Politics (3)
PSY 212 Psychology of Gender Roles (3)
PSY 312 Psych of Exceptional Indiv (3)
PSY 332 Perception (3)
PSY 410 Social Psychology (3)
PSY 432 Memory, Language and Cognition (3)
SOC 260 Cultural Anthropology (3)
SOC 335 Race and Ethnic Relations (3)
SOC 376 Oppressed Groups & Social Just (3)

Minor in Communication 18 hours

COM 100 Introduction to Communication Studies	3
COM 225 Public Speaking	3
COM 260 Interpersonal Communication	3
COM 495 Theories of Human Communication	3
Choice of 2 additional courses in Communication or approved electives	6

—For Communication courses, see page125.

Cross-Cultural Skills

Professor Webb, Director of Study Abroad

An interdisciplinary Cross-Cultural Skills minor is available. This minor, administered by the director of Study Abroad, will serve a small but significant number of students who want to prepare themselves (and credential themselves) for international living and working. It is, by design, skill-oriented, distinguished from the international studies major/minor in its emphasis on foreign language and on international living. Each student will work out her individual program in consultation with the Study Abroad director (who will be responsible for record keeping) and her adviser.

Minor in Cross-Cultural Skills 19 hours

CAP 407 Awareness and Discovery or comparable course	3
Foreign Language in the same language, 300-level or above	6
Approved Global Perspective electives	6
Approved International Perspective in the Major	3
Portfolio	1

Approved Study/Work Abroad (minimum eight consecutive weeks including a prescribed journal)

Dance and Theatre

Professor Rodgers, Head; Professors Shapiro and Colwell-Waber; Assistant Professors Finley and Cuthrell; Instructor Roten; Adjuncts Abraham, Browning, Burris, Droessler, Griffiths, Hartley, Hoban, Huncik, Johnson, Medler, Pearson, Rainey, and Waddell; Accompanist Wilemon; Technical Supervisor and Facilities Coordinator Brown and Assistant Technical Supervisor Maysonave

The Department of Dance & Theatre offers a major in Dance with concentrations in Dance Education, Performance & Choreography, and Private Studio Teaching, and majors in Theatre, Theatre with K-12 Licensure, and Musical Theatre. Our varied performance opportunities include annual dance concerts and main stage theatre productions, plus several studio productions in each program. Auditions for both Meredith Dance Theatre and Meredith Performs Theatre are open to all Meredith College students. Many of our courses fulfill general education requirements.

The Meredith Dance & Theatre Department creates for students and faculty a laboratory for technical skill development, creative exploration, and artistic scholarship. We strive to instill a passion for and an understanding of dance and theatre as forms of artistic expression and as means for personal development and deep learning. We seek to provide quality instruction and performance opportunities that positively impact the lives of all our constituencies: department minors and majors, the Meredith college community, and the local and regional communities.

The **purpose** of the Department of Dance & Theatre is to offer programs that will

- Support the Aesthetic & the Arts component, the Cultural Perspectives component, and the Health & Physical Learning component of general education;
- Offer a major in Dance with concentrations in Dance Education, Performance & Choreography, and Private Studio Teaching;
- Offer majors in Theatre and Musical Theatre;
- Offer preparation for teacher licensure in Dance K-12 and Theatre K–12;
- Offer experiential learning and performance opportunities in dance and theatre;
- Enrich the cultural and aesthetic life of the Meredith College community; and
- Encourage student involvement in dance and theatre beyond the Meredith community through service learning, internships, travel, participation in productions and arts organizations, and partnerships with lab schools.

The **goals** of the Department of Dance & Theatre are to encourage students to

- Explore their creative voices;
- Engage in rigorous intellectual endeavors;
- Develop critical thinking skills;
- Acquire strong oral and written communication skills;
- Understand and apply technology related to the specific areas of Dance & Theatre;
- Develop an understanding of the role of dance and theatre in a broader social and historical context;
- Appreciate the contributions of diverse cultures to dance and theatre;
- Identify themselves as artists who possess the craft, discipline, and commitment to contribute to their art form;
- Prepare themselves for a professional career in dance or theatre;
- Become an artistic resource to the Meredith community and beyond; and
- Accumulate the knowledge and experiences necessary to actively support the arts throughout their lifetimes.

The **objectives** of the Department of Dance & Theatre are to meet our stated goals by

- Offering classes, performance opportunities, internships and partnerships, and research opportunities that challenge and encourage the creative and intellectual process,
- Creating an active learning environment in which students learn the technological skills necessary for producing and promoting their art,
- Weaving into the curricula and productions the tools for understanding and appreciating diverse cultures and their contributions to the arts,
- Interacting closely with students as advisers and role models to ensure their growth as artistic professionals.

In addition to their courses of study, the Department of Dance & Theatre offers students unique opportunities to study with renowned guest teachers, choreographers, playwrights, actors, and directors each year. The Dance Program's annual guest artist residency and Master Artist Teaching Series has brought such nationally acclaimed artists such as Bebe Miller, Lisa Race, and Gerri Houlihan to campus to teach and create work with Meredith students. The Theatre Program typically presents a musical, a theatre for youth production, a classical piece, and a contemporary play each year. In addition, several student-led productions are performed. Guest artists often perform or serve as guest directors.

The Dance Program hosts the annual North Carolina Dance Festival, which offers students the chance to perform with and help produce the work of North Carolina's best choreographers. Dance students also participate in the American College Dance Festival annually, where they attend master classes and present work for adjudication. Each year, the Theatre Program participates in the Kennedy Center American College Theatre Festival. This opportunity allows students to appreciate the work being done at institutions of higher education all over the state and to compete for prestigious graduate school scholarships.

Career Directions

Dance majors are prepared for careers in education, private studio teaching, and professional performance. Recent graduates teach in the schools, own and operate studios, and are actively producing their work. Likewise, **Theatre** majors are prepared for careers in education, further graduate studies, performance, design, or directing. Recent graduates are studying for their Master of Fine Arts degrees, teaching in the public schools, and pursuing careers in professional theatre.

Dance Majors

The **Performance and Choreography Concentration** prepares the dance artist. The program provides for experiences which further refine the student's technical, creative, and performance abilities. There is also a focus on the production aspects of dance as a performing art form. In addition to the core curriculum of 44 credit hours, the student completes 13 credit hours specified to fulfill the concentration requirements.

The **Private Studio Teaching Concentration** prepares the student for teaching dance in private studio and community settings. In addition to the core curriculum of 44 credit hours, the student completes an additional 23 credit hours which provide experiences in performance, production, business, and teaching.

The **Dance Education Concentration** program of study prepares students as dance educators. Students will be prepared as candidates for North Carolina K-12 licensure; see specific requirements in the teacher education section of this catalogue. In addition to the core curriculum of 44 credit hours, the student completes 36 credit hours in the Dance Education Concentration.

Dance majors/minors are required to take all dance activity courses which fulfill the requirements for the Dance major for a grade. Activity courses taken to satisfy general education requirements are taken pass/fail. All dance activity courses taken to fulfill requirements for the Dance major may count toward graduation.

Theatre Majors

Candidates for the **Bachelor of Arts in Theatre** must earn 36 hours of credit. The required core courses encourage students to study all aspects of theatrical production. The additional courses provide the opportunity for the individual student to customize her course of instruction in consultation with her major adviser toward a greater overview or toward a focus on performance or production.

Candidates for the **Bachelor of Arts in Musical Theatre** must earn 69 hours of credit, divided among music, dance, and theatre, as indicated below.

This interdisciplinary major is designed to include studies in professional aspects of musical theatre; achievement as a competent singer-actor; development of basic theatrical and movement skills appropriate to musical theatre; development in basic musical skills, emphasizing vocal studies and sight-singing; developing repertory and audition techniques; and opportunities to perform in a variety of formal and informal settings.

The **K-12 Teaching Licensure in Theatre** is designed for those students who wish to pursue the teaching of theatre as a profession. This program prepares students for licensure by the North Carolina Department of Public Instruction to teach theatre in grades K-12.

The **goals** of the curriculum are to insure

- competency in the teaching of theatre by guiding the student's involvement in public performance of theatre;
- development of visual and aural perceptions related to performance;
- understanding of developmental and activity-oriented production processes such as acting, directing, scenic design, costume design, writing of traditional experimental theatrical forms, and basic technical operations related to productions;
- familiarity with and competence in fundamental theatre techniques;
- acquaintance with the historical and cultural dimensions of theatre as they include the works of leading playwrights, actors, directors, and designers, both past and present;
- understanding and evaluation of contemporary thinking about theatre and related arts; and
- informed assessment of quality in works of theatre.

The **objectives** for the curriculum are to develop theatre teachers who would help students by

- communicating what playwrights seek to convey and how that is intensified through theatrical production;
- assisting them in using and controlling the emotions for communication, strengthening the imagination, expanding intellectual horizons to include an aesthetic awareness, and providing a basic understanding and critical appreciation of theatre arts;
- promoting skills in observation and communication and the ability to exercise critical thinking and make decisions through theatrical experiences;
- encouraging their confidence, creative potential, personal discipline, involvement in the creative process, and ability to work effectively with others; and
- preparing them for future education, avocational and/or vocational theatre arts experiences.

Majors in Dance and Theatre

Dance

The requirements for a major in dance shall include fulfillment of general education requirements, the 44 credit hour core curriculum in dance, and requirements for one area of concentration in dance:

The Core 44 credit hours

DAN 150 Perspectives in Dance	1
DAN 159 Movement Improvisation I	2
DAN 200 Dance in Society	3
DAN 250 Movement Fundamentals	2
DAN 255 Movement Fundamentals Lab	1
DAN 256 Composition I	3
DAN 257 Music for Dance	2
DAN 350 Movement Fundamentals II	3
DAN 352 Dance Repertory	2
DAN 356 Dance Composition II	3
DAN 359 Dance History	3
THE 246 Lighting and Sound	3
Dance Technique chosen from the following	10
DAN 251,351, and/or 451; Ballet II, III, and/or IV (2)	
DAN 253,353, and/or 453; Modern II, III, and/or IV (4)	
DAN 254,354, and/or 454; Jazz II, III, and/or IV (1)	
DAN 152, Folk and Square Dance (For Licensure Only) (1)	
DAN 156 World Dance (1)	
Techniques Electives (2-3)	
HED 282 Prevention and Care of Injuries	2
BIO 322/342 Human Anatomy and Physiology	4

Performance and Choreography Concentration 69 hours

The Dance Core Curriculum	44
DAN 252 Participation in Choreographic Projects	2
DAN 258 Mind/ Body Integration	2
DAN 259 Improvisation II	2
DAN 462 Dance Practicum in Choreography	3
DAN 463 Dance Practicum in Technical Theatre	1
DAN 455 Performing Arts Administration	3
DAN 456 Meredith Dance Theatre	4
Dance Technique	5
above 200 level (Modern (2), Ballet (2), Jazz (1)	
THE 224 Acting 1	3

Private Studio Teaching Concentration 66 hours

The Dance Core Curriculum	44
DAN 355 Creative Arts Touring Company	2
DAN 357 Creative Arts Touring Company Assistantship	1
DAN 464 Dance Practicum in Field Teaching in a Private Studio	2
DAN 455 Performing Arts Administration	3
DAN457 Pedagogy in Dance Technique	1
DAN 463 Practicum in Technical Theatre	1
DAN 761 Theory and Methods of Teaching, K–6	3
DAN 762 Theory and Methods of Teaching, 7–12	3
THE 247 Costuming and Makeup	3
COM 260 Interpersonal Communication	3

Dance Education Concentration 81 hours

The Dance Core Curriculum	44
DAN 355 Creative Arts Touring Company	2
DAN 357 Creative Arts Touring Company Assistantship	1
DAN 761 Theory and Methods of Teaching, K–6	3
DAN 762 Theory and Methods of Teaching, 7–12	3
DAN 763 Reflective Teaching	3
EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 241 Introduction to Instructional Media	1
EDU 440 Seminar in Education	1
EDU 450 Reading in the Content Areas	2
EDU 490 Observation and Directed Teaching	6
PSY 210 Life Span Developmental Psych or 310 Developmental Psych of Children and Adolescents	3
PSY 312 Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Theatre

Theatre 36 hours

THE 114 Introduction to Theatre	3
THE 224 Acting I	3
THE 130-142 Practica (at least three different areas)	3
THE 245 Stagecraft	3
THE 316, 317 History of Theatre I & II	6
ENG/THE 350 Modern Drama or ENG 355 or 356 Shakespeare	3
THE 490 Project: area of specialization	1–3
Electives chosen from the following	12
COM 150 Voice and Articulation (3)	
THE 214 Creative Dramatics (3)	
THE 130-142 Theatre Practica(areas of study to be determined in consultation with major adviser) (1–3)	
THE 246 Lighting and Sound (3)	
THE 247 Costume and Makeup (3)	
THE 320 Puppetry (3)	
THE 324 Acting II (3)	
THE 335 Scenic Design and Painting (3)	
THE 425 Directing (3)	
THE 496 Seminar in Musical Theatre (3)	
THE 499 Internship (1–3)	

Students majoring in theatre are expected to participate in departmental productions.

K–12 Licensure in Theatre

The general education requirements of the College which much include these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Theatre Licensure Requirements (K–12) 51–53 hours

ART 244 Fundamental Concepts of Art	1
COM 150 Voice & Articulation	3

COM 330 Video Production	3
DAN 159 Movement Improvisation	2
DAN 244 Fundamental Concepts of Dance	1
MUS 244 Fundamental Concepts of Music	1
THE 114 Introduction to Theatre	3
THE 214 Creative Dramatics	3
THE 224 Acting I	3
THE 130 Performance Practicum	1
THE 137 Stage Management Practicum	1
THE 141 Publicity Practicum	1
THE 245 Stagecraft	3
THE 246 Lighting & Sound	3
THE 247 Costume & Makeup	3
THE 316 317, History of Theatre I & II	6
THE 320 Puppetry	3
THE 350 Modern Drama or ENG 355 or 356 Shakespeare	3
THE 425 Directing	3
THE 496 Seminar in Musical Theatre	3
THE 490 Project: area of specialization	1–3

Professional Education Courses 23 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 467 The Secondary School	3
EDU 450 Reading in the Content Area	1
EDU 241 Introduction to Instructional Media Materials	1
EDU 255 Literature for Children and Early Adolescents	2
THE 735 Methods of Teaching Theatre K-12	3
EDU 440 Seminar In Education	1
EDU 490 Observation and Directed Teaching	6

Musical Theatre 69 hours

MUS 100, 101, 202 Theory	9
MUS 150, 151, 252, 253 Ear-Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, or 313 Music History	4
MUA 154, 254 Voice (Study in voice must continue each semester throughout the program)	12
Piano study chosen from the following	2
MUA 040 Beginning Class Piano (1)	
MUS 140 Elementary Key Board (1)	
MUA 044 Preparatory Piano (1-4)	
MUA 144 Piano I (1-4)	
MUS/THE 496 Seminar in Musical Theatre	3
DAN 159 Movement Improvisation	2
DAN 251, 351, or 451 Ballet II, III, or IV	1
DAN 253, 353, or 453 (Modern II, III, or IV)	1
DAN 254, 354, or 454 Jazz II, III, or IV	1
DAN 252 Choreographic Projects or DAN 355 Creative Arts Touring Company	2
DAN 455 Dance Production	3
THE 114 Intro to Theatre	3
THE 224, 324 Acting	6
THE 245 Stagecraft	3
THE 316 Theatre History I	3
ENG/THE 350 Modern Drama	3
COM 150 Voice & Articulation	3
THE 490 Senior Project	1
THE 136 Practicum: Makeup	1
Ensemble experiences in music, theatre, or dance ensembles. These should be distributed among the three disciplines	8

In addition, students are expected to demonstrate proficiency in tap equivalent to that attained by a semester of instruction at the collegiate level.

The K–12 teaching licensure in theatre is designed for those students who wish to pursue the teaching of theatre as a profession. This program will result in licensure by the North Carolina Department of Public Instruction to teach theatre in grades K–12. See specific requirements in the School of Education section that follows.

Minors in Dance and Theatre

Dance 21 Hours

Dance Technique chosen from two of the following categories at or above the 200 level: Ballet, Modern Dance, Jazz	8
DAN 150 Perspectives in Dance	1
DAN 159 Movement Improvisation	2
DAN 256 Dance Composition I	3
DAN 359 Dance History	3
Electives chosen from DAN 200, 250, 252, 255, 257, 258, 259, 352, 355, 356, 357, 455, 456, 761, 762 or 940's (approved by Dance faculty adviser)	4

Theatre 18 hours

THE 114 Introduction to Theatre	3
Approved courses in Theatre	15

—For Dance courses, see pages 129-132.
— For Theatre courses, see pages 176-177.

The School of Education

Professor Hubbard, Dean; Professors Gleason, Parker and Weir; Associate Professor Graden; Assistant Professors McKinney and Schrock; Adjuncts Clary, Collier, Midgett, Torgerson and Vincent; Administrative Faculty Stone.

Goals

The School of Education is committed to the development of reflective practitioners able to

- evaluate critically the purposes of education and develop their own philosophy of education;
- explore and evaluate understandings of the nature of the learner, the learning process, and the culture of schooling;
- meet the needs of linguistically, socio-economically, and culturally diverse populations;
- explore the philosophical, cultural, and educational implications of current educational technologies and their potential value in contemporary classrooms;
- be teacher-researchers;
- work creatively and effectively with the content of the school curriculum; and
- assume leadership roles in working collaboratively with teacher colleagues to improve the system of public education.

Courses in the School of Education provide the developing teacher, aspiring social worker, or interested student with the knowledge, skills, and dispositions required to understand, analyze, and participate as leaders in schools. The courses and fieldwork prepare students to be teachers who

- transform content knowledge by building on and integrating knowledge and skills learned in the liberal arts and in the majors with professional knowledge, skills, and dispositions of professional educators;
- provide leadership by participating in and forging community-school partnerships, collaborating with colleagues, and structuring schools/classrooms as communities of learners;
- practice culturally relevant teaching by maintaining high expectations for all students, adapting instruction to support the learning of all students, and celebrating the diversity that all students bring to the learning environment;
- practice teaching strategies that are personal and focused on individuals by understanding student development and learning; adapting instructional strategies to address individual differences and learning preferences; and construct caring contexts that support student exploration and learning;
- engage in reflective teaching by continuously assessing themselves as educators, by adjusting teaching based on reflection, and by participating in continuing staff development and professional organizations; and
- conduct continuous assessment by implementing informal and formal assessments, maintaining sound records of student development, interpreting assessments appropriately based on current knowledge about bias and about the limits of forms of assessment, communicating with students and families, and using this information to plan for teaching.

Toward this end, in courses and in fieldwork, students can expect to actively observe, describe, reflect, analyze, connect, communicate, and act with increasing competence as a teacher.

Meredith offers undergraduate programs leading to the initial North Carolina teaching license. The Master of Education degree leads to a North Carolina graduate license in elementary education, English as a Second Language, or reading. A graduate catalogue which provides complete information about the program can be obtained from the School of Education or from the John E. Weems Graduate School.

In the undergraduate licensure programs a student may choose a teacher education program in addition to her major program of study. Programs are available for the initial N.C. teacher licensure in birth through kindergarten (B-K); elementary education (grades K-6); middle grades education (grades 6-9): language arts, mathematics, science, and social studies; secondary education (grades 9-12); English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12); art, music, dance, English as a second language, theatre, French, Spanish, physical education, and family and consumer sciences education (grades 7-12).

Although there are common elements among the programs, each is a distinctly different program and is designed for a specific purpose. The requirements for each program are described on the following pages.

Admission to **teacher education** is open to both degree and non-degree women students who meet the standards established by the college.

Meredith Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.)

A student who plans to teach should consider the available teacher education programs, confer with her adviser, and select one as early as is feasible but no later than the second semester of the sophomore year.

Students who plan to be middle grades education (6-9) teachers should confer with their advisers and select and declare a major compatible with one of the concentrations available to middle grades education (6-9) students at Meredith. (A second concentration is recommended.)

Students who plan to be secondary education (9-12) teachers, special subject area education (K-12) teachers, or occupational education teachers should confer with their advisers and select and declare a major compatible with the subject area in which they want to be licensed.

After selecting a major and the desired teacher education program, the student should go to the Office of the Registrar and formally declare the major and indicate the desired teacher education program.

The registrar will send a copy of the student's completed Declaration of Major form to the School of Education. Upon receipt of the form, the school will send the student a Teacher Education Handbook, a packet of materials for Admission to Teacher Education and notify the student's adviser. The student should see that the Application for Admission to Teacher Education and all supporting materials are filed with the School of Education as soon as possible. (The specific requirements for completing the Application for Admission to Teacher Education packet are subject to change.) Completion of the application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching. **An applicant's overall grade point average must be 2.50 or above for admission to the program.**

Each completed application is reviewed in the School of Education and the applicant is notified of the admission decision by the dean of the School of Education. An applicant can appeal the admission decision to the vice president for academic affairs by letter.

Non-degree students (students with at least a baccalaureate degree who are enrolled in a program of study that does not lead to a degree awarded by Meredith College but does lead to an initial or additional N.C. teaching license.)

All non-degree students seeking initial North Carolina education licensure or an additional North Carolina education license should contact the School of Education.

Students with a baccalaureate degree from another institution who are seeking a North Carolina education license through Meredith College must meet teacher competency requirements through a program of study approved by the School of Education. They must take a minimum of 30 semester hours of course work at Meredith, which may include additional courses in general education and will include courses in the specific licensure areas and in professional education. Exceptions to these requirements will be determined on an individual basis by the dean of the School of Education.

A student may take only one-half of the professional education requirements (excluding student teaching) prior to program admission.

Before a student enrolls in a middle, secondary or K-12 methods class, she must be formally admitted to the teacher education program or have the permission of the instructor. If a student has a question about this policy, she should contact the School of Education Office.

Requirements for All Licenses

All college requirements for graduation must be met by each student seeking a N.C. teaching license. Courses taken to meet college graduation requirements are also applicable to specific requirements in all education programs. Prior to student teaching, all students must have a C or P grade or better in all professional education requirements: general, methods, and practicum courses. A P grade in professional education courses requires a minimum grade of C.

All professional courses taken in the School of Education must be taken for a grade unless specifically designated as Pass/Fail. Preadolescent/ Adolescent Behavior (EDU466) and/or Secondary School (EDU467) may be taken Pass/Fail with permission of the instructor.

Admission to Teacher Education for all programs includes required submission of acceptable scores on the PRAXIS I, Preprofessional Skills Tests (Reading, Writing, Mathematics). The minimum score requirements are established by the State Board of Education and are subject to change.

During or following the semester of student internship, students are required to take the appropriate specialty area tests, PRAXIS II. The minimum score requirements are established by the State Board of Education and are subject to change. All required examinations may be taken more than once. Minimum score requirements are available from the School of Education.

Student Internship Requirements

The following requirements must be met before a student is admitted to the student internship:

1. Meet with the director of the program during the semester prior to block semester. There is a required meeting (date and time to be announced), during which the application for internship placement is reviewed with instructions for its completion.

2. Have an overall GPA of 2.50 or better on a 4-point scale at the end of the semester or summer session prior to the semester in which student teaching is done. Students seeking 6–9, 9–12 or K–12 licenses must have a cumulative GPA of 2.50 or better in their content area courses.

3. Must have observed or have participated with children in the public schools.

4. Demonstrate the achievement of those competencies necessary for effective teaching which have been established by the Department of Public Instruction (DPI) and that have been adopted by the Teacher Education Committee of Meredith College.

5. All students must have a C or P grade or better in all professional education requirements: general, methods, and practicum courses. A P grade in professional education courses requires a minimum grade of C.

6. Have a physical exam and submit the completed Health Certificate to the School of Education.

7. Speech screening results will be sent to the student and to her academic advisor. Together they will determine if her plan of study should be adjusted. Students and advisors wanting to follow speech screening recommendations should do so prior to the student's internship.

8. If applicable, it is recommended that honors thesis be completed prior to the student's internship

Recommendations

Most professional studies courses, including most methods courses taught in departments other than the School of Education, require extensive school observations/field experiences outside scheduled class hours. Most of these observations occur in a public school setting between the hours of 7:30 a.m. to 3:00 p.m. Planning for these observations should include travel time of 30 minutes each way.

It is strongly recommended that EDU 232 and 234 be taken as first courses, but not in the same semester or prior to the sophomore year.

In order to be recommended for licensure, a student must complete a Professional Teaching Portfolio. A student is to work on this portfolio as she progresses through her planned program of study for obtaining a teaching license. Written guidelines for completing this portfolio are distributed/explained in regularly scheduled required "Orientation to the School of Education" sessions. A student who may not be proficient in word processing, presentation graphics, spreadsheets, or databases is advised to take the appropriate computer classes.

BLOCK semester can be either semester of the senior year, provided all other professional education courses have been satisfactorily completed. Internship placements are made with the Wake County Public Schools.

Programs for Licensure

Birth through Kindergarten (B–K) Teacher Education Program

The general education requirements of the College including these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY210 Developmental Psychology or
PSY 310 Child and Adolescent Psychology .3
PSY 312 Psychology of Exceptional Individuals 3
(Prerequisite: PSY 100)
SOC 335 Race and Ethnic Relations 3

Mathematics 3 hours

MAT 245 Statistics I — Teachers seeking BK licensure have a choice of two statistics courses. They may take this course and meet their general education mathematics requirement, or they may take PSY 200, which does not meet the general education requirement 3

Health and Physical Learning 2 hours

HED 200 Responding to Emergencies 2

Major Study Program Requirements in an Area Other than Education Variable hours

Professional Education, General 24 hours

EDU 232, Foundations of Education 3
CD 234, Preschool Child 3
CD 334, Infant Development 3
CD 340, Young Children's Learning Environments 3
CD 436, Administration of Programs for Young Children 3
CD 440, Readings in Preschool and Early Intervention 3
PSY 422, Psychological Testing and Evaluation 3
BK 341, Variations in Early Development 3

Professional Education, Methods 21 hours

BK 337, Observations of Young Children .3
BK 342, Practicum 1
BK 465, Teaming, Collaboration, and Consultation 3
CD 336, Preschool Curriculum 4
CD 434, Infant Curriculum 3
CD 438, Supporting and Strengthening Families 3
BK 469, Field Experience (B–K) 1
BK 445, Advanced Curriculum 3

Professional Education, Practicum 10 hours

BK 460, Clinical Internship: Infant-Toddler 3
BK 469, Field Experience 1
EDU 490, Observation and Directed Teaching 6

Elementary Teacher Education (Grades K–6) Program

The general education requirements of the College including these specific courses in the following areas:

Literature Elective 3 hours

ENG 206, Survey of American Literature 3
(Prerequisite: ENG 200)

Cultural Perspectives Elective 3 hours

HIS 214, American History to 1876, or HIS 314,
Colonial American History 3

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and
Adolescent Psychology (Prerequisite: EDU 234 or PSY 100) 3
PSY 312, The Psychology of Exceptional Individuals 3
(Prerequisite: EDU 234 or PSY 100)
Additional requirement: SOC 335, Race and Ethnic Relations, for students who do not complete all CORE 100, 200, 400 General Education requirements.

Laboratory Science 8 hours

BIO 101/141 General Biology I and Lab 4
GEO 200/240 Earth Science and Lab..........................4

Data Analysis, Abstract Reasoning and Problem Solving 6 hours

MAT 130, Exploring with Mathematics or
MAT 245, Statistics I...3
MAT 144, Functions and Graphs, or
MAT 141 College Algebra and MAT 143 Trigonometry or
Any calculus course...3-5

Aesthetics and the Arts 4 hours

ART 244 Fundamental Concepts of Art 1
DAN 244 Fundamental Concepts of Dance 1
MUS 244 Fundamental Concepts of Music 1
THE 244 Fundamental Concepts of Theatre 1

Major Study Program Requirements for Area Other than Education Variable hours

Professional Education Requirements for Elementary Education (K-6) Students 38 hours

Professional Education, General 6 hours

EDU 232, Foundations of American Education 3
EDU 234, Educational Psychology 3

Professional Education, Methods 26 hours

EDU 255 Literature for Children and Early Adolescents 2
ESS 742 Healthful Living in the
Elementary School 3
EDU 300 Introduction to Language Arts 2
(Prerequisite: EDU 255)

EDU 241 Introduction to Instructional Media 1
*EDU 359 Science in the Elementary School 2
(Prerequisite: BIO 101 and 141 and GEO 200 and 240)
EDU 358 Social Studies in the Elementary School 2
*EDU 401 Mathematics in the Elementary School 3
*EDU 402 Preservice Practicum 1
*EDU 400 Communication Skills in the Elementary School 3
(Prerequisite: EDU 300)

In the BLOCK semester (last semester of the Teacher Education Program):

*EDU 443 Teaching in the Elementary School 3
*EDU 440 Seminar in Education 1
*EDU 445 ESL in the Elementary School 1
*EDU 444 The Arts in the Elementary School 2

Professional Education, Practicum 6 hours

*EDU 490, Observation and Directed Teaching 6

*Must be admitted to the Teacher Education Program to enroll.

Middle Grades Teacher Education (Grades 6–9) Program

The general education requirements of the College including these specific courses in the following areas:

Cultural Perspectives Elective 3 hours

EDU 345, Language Minorities in K–12 Classrooms 3

Behavioral and Social Sciences 3 hours

PSY 312, The Psychology of Exceptional Individuals 3
(Prerequisite: EDU 234 or PSY 100)

Mathematics 3 hours

MAT 141, College Algebra or MAT 144, Functions and Graphs or any Calculus course 3

Aesthetics and Arts 2 hours

Choose two of four:
ART 244, MUS 244, DAN 244, THE 244 2

Health and Physical Learning 2 hours

HED 100, Contemporary Health Issues 2

Major Study Program Requirements in an Area Other than Education Variable hours

Professional Education Requirements for Middle Grades Education (6-9) 28–29 hours

Professional Education, General 6 hours

EDU 232, Foundations of American Education 3
EDU 234, Educational Psychology 3

Professional Education, Methods 10–11 hours

EDU 255, Literature for Children and Early Adolescents 2
EDU 300, Introduction to Language Arts 2
EDU 350, Teaching in the Middle School 3
Methods 764 as appropriate to the required concentration 2–3
EDU 241, Introduction to Instructional Media 1

In the BLOCK semester (last semester of the teacher education program):

EDU 440, Seminar in Education 1
EDU 466, Preadolescent and Adolescent Behavior 3
EDU 450, Reading in the Content Areas 2
EDU 467, Secondary School (Optional) 3

Professional Education, Practicum 6 hours

EDU 490, Observation and Directed Teaching 6

A concentration chosen from communication skills, mathematics, science, or social studies. Two concentrations are recommended. Requirements for each concentration follow.

Requirements for Licensure in 6-9 with a Communication Skills Concentration

The general education program requirements of the College
The specific requirements within the general education program for 6-9
Major study program in an area other than education

Concentration in Communication Skills 27 hours

ENG 111, Principles of Writing 3
ENG 201, Major British Authors OR
ENG 200, Texts and Contexts 3
ENG 206, Survey of American Literature 3
ENG 175, Grammar 1
ENG Literature elective 3
ENG 358, Advanced Composition: Expository and Technical 3
ENG 240 Introduction to Film 3
EDU 450, Reading in the Content Areas 2
COM 225, Fundamentals of Public Speaking 3
ENG 764, The Teaching of English 2
ENG 765, Practicum in Teaching of English 1

Requirements for Licensure in 6-9 with a Mathematics Concentration

The general education program requirements of the College
The specific requirements within the general education program for 6-9
Major study program in an area other than education

A Concentration in Mathematics 25-27 hours

MAT 144 Functions and Graphs 3
MAT 211 Calculus I 4
MAT 220 Linear Algebra or MAT 212 Calculus II 3-4
MAT 250 Mathematical Reasoning 2
MAT 245 Statistics I 3
MAT 264 Topics in Mathematics for Middle Grades (6-9) Licensure 1-2
MAT 334 Modern College Geometry 3

CIS modules or CSC 101 Beginning Programming	3
MAT 764, Methods of Teaching Middle/ Secondary Mathematics	3

Requirements for Licensure in 6-9 with a Science Concentration

The general education requirements of the College

The specific requirements within the general education program for 6-9

A major study program in an area other than education

A Biology concentration including the following 22 hours:

BIO 101/141 General Biology I and Lab	4
BIO 102/142 General Biology II and Lab	4
CHE 111/141 General Chemistry I and Lab	4
PHY 100, Principles of Physical Science	3
GEO 200/240 Earth Science	4
SCI 764 The Teaching of Science	3

Requirements for Licensure in 6-9 with a Social Studies Concentration

The general education requirements of the College

The specific requirements within the general education program for 6-9

A major study program in an area other than education

A concentration in Social Studies 21 hours

HIS 101 Emergence of Western Civilization or HIS 102 Modern Western Civilization	3
HIS 215 American History Since 1876	3
HIS 224 Introduction to Asian History	3
HIS 520 North Carolina History	3
ECO 100 Principles of Macroeconomics or ECO 274 Consumer Economics	3
GEO 205 World Regional Geography	3
POL 100 American Political Systems or POL 210 International Politics	3
HIS 764, The Teaching of Social Studies	3

In addition to the above, the following courses are strongly recommended:

HIS 308, Twentieth Century Europe (3)
GEO 368, Political Geography (3)

Grades 9–12 Programs

The general education requirements of the College, including these specific courses in the following areas:

Behavioral and Social Sciences 6 hours

PSY 312 Psychology of Exceptional Individuals (Prerequisite: EDU 234 or PSY 100)	3
SOC 335 Race and Ethnic Relations (Students should take EDU 232 first)	3

The major study requirements Variable hours

Professional Education, General 24 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
METHODS 764	3

The BLOCK Courses

EDU 440 Seminar in Education	1
EDU 490 Observation and Directed Teaching (9-12)	6
EDU 241 Introduction to Instructional Media (can be taken prior to BLOCK upon approval of faculty adviser)	1
EDU 466 Preadolescent and Adolescent Behavior	3
EDU 467 The Secondary School	3
EDU 450 Reading in the Content Areas	2

Additional Program Requirements for area of licensure (See specific requirements below).

Program Requirements for Secondary Teacher Education (9-12) in Biology

B. A. in Biology with 9-12 Licensure

Grades 9-12 Program Requirements

BIO 101/141 General Biology I and Lab	4
BIO 102/142 General Biology II and Lab	4
BIO 211/241 Plant Biology and Lab	4
BIO 222/242 Invertebrate Zoology and Lab	4
BIO 254 Evolution of Biological Systems	3
BIO 358 Aquatic Field Studies	2
BIO 359 Terrestrial Field Studies	2
CHE 111/141 General Chemistry I and Lab	4
CHE 112/142 General Chemistry II and Lab	4
CHE 221/241 Organic Chemistry I and Lab	4
GEO 200/240 Earth Science and Lab	4
PHY 100 Principles of Physical Science	3
MAT 245 Statistics I	3
SCI 764 The Teaching of Science	3

In addition, all requirements must be met as stated by the School of Education for the secondary teacher education program.

B. S. in Biology with 9–12 Licensure

Grades 9–12 Program Requirements

BIO 101/141 General Biology I and Lab	4
BIO 102/142 General Biology II and Lab	4
BIO 211/241 Plant Biology and Lab	4
BIO 222/242 Invertebrate Zoology and Lab	4
BIO 254 Evolution of Biological Systems	3
BIO 352 Symbiology	3
BIO 358 Aquatic Field Studies	2
BIO 359 Terrestrial Field Studies	2
CHE 111/141 General Chemistry I and Lab	4
CHE 112/142 General Chemistry II and Lab	4
CHE 221/241 Organic Chemistry I and Lab	4
CHE 222/242 Organic Chemistry II and Lab OR CHE 436/446 Biochemistry and Lab	4
GEO 200/240 Earth Science and Lab	4
PHY 211/241 General Physics I and Lab	4
PHY 212/242 General Physics II and Lab	4
MAT 211 Calculus I	4
MAT 245 Statistics I	3
SCI 764 The Teaching of Science	3

In addition, all requirements must be met as stated by the School of Education for the secondary teacher education program.

Program Requirements for Secondary Teacher Education (9-12) in Chemistry

B.A. in Chemistry with 9–12 Licensure

Grades 9–12 Program Requirements

A chemistry major including the following:

CHE 111/141 General Chemistry I and Lab	4
CHE 112/142 General Chemistry II and Lab	4
CHE 221/241 Organic Chemistry I and Lab	4
CHE 222/242 Organic Chemistry II and Lab	4
CHE 350 Quantitative Analytical Chemistry	4
CHE 490 Seminar	1
Chemistry Electives including 6 additional hours in chemistry numbered 200 or above	12
MAT 211 Calculus I	4
PHY 211/241 General Physics I and Lab	4
PHY 212/242 General Physics II and Lab	4
SCI 764, The Teaching of Science	3
Additional hours chosen from the following:	6
mathematics (200 level or above)	
biology (200 level or above)	
chemistry (200 level or above)	
physics (200 level or above)	

B.S. in Chemistry with 9–12 Licensure

Grades 9–12 Program Requirements

A chemistry major including the following:

CHE 111/141 General Chemistry I and Lab	4
CHE 112/142 General Chemistry II and Lab	4
CHE 221/241 Organic Chemistry I and Lab	4
CHE 222/242 Organic Chemistry II and Lab	4
CHE 350 Quantitative Analytical Chemistry	4
CHE 420 Chemical Thermodynamics and Kinetics	3
CHE 430 Atomic and Molecular Structure	3
CHE 490 Chemistry Seminar	1
CHE 499 Research	1
Chemistry Electives	8
MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 354 Differential Equations	3
PHY 211/241 General Physics I and Lab	4
PHY 212/242 General Physics II and Lab	4
BIO 101 General Biology I	3
SCI 764 The Teaching of Science	3

Program Requirements for Secondary Teacher Education (9-12) in English

Grades 9-12 Program Requirements

ENG 111 Principles of Writing	3
ENG 175 Grammar	1
ENG 200 Texts and Contexts	3
ENG 202 Development of English Literature	3
ENG 206 Survey of American Literature	3
ENG 240 Introduction to Film	3
ENG 270 Introduction to Literary Research	3
ENG 330 African-American Writers	3
ENG 351 Old English	3
ENG 358 Advanced Composition	3
ENG 499 or 498 Thesis	1
ENG 764 The Teaching of English	2
ENG 765 Practicum in Teaching of English	1
One course in world literature which is not American or British	3
One seminar (ENG 357, 359, 360 or 495)	3
One course in Shakespeare (ENG 355 or 356)	3
One course in 18th or 19th century (ENG 340, 365, 367, or 368)	3
One course in 20th century (ENG 335, 345, 350, 364, 370 or 371)	3

Prospective teachers are strongly urged to take one course in communication or theatre.

Program Requirements for Secondary Teacher Education (9-12) in Mathematics

Grades 9-12 Program Requirements

MAT 144 Functions and Graphs	3
MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 245 Statistics I	3
MAT 250 An Introduction to Mathematical Reasoning	2
MAT 313 Calculus III	3
MAT 321 Modern Abstract Algebra	3
MAT 334 Modern College Geometry	3
MAT 340 Mathematical Probability and Statistics	3
MAT764, The Teaching of Mathematics	3
Choose from the following:	3
CIS modules (3)	
CSC 101, Beginning Programming (3)	

Program Requirements for Secondary Teacher Education (9-12) in Social Studies

Grades 9-12 Program Requirements

HIS 101 Emergence of Western Civilization	3
HIS 102 Modern Western Civilization	3
HIS 214 American History to 1876	3
HIS 215 American History Since 1876	3
ECO 101 Microeconomic Principles	3
POL 100 American Political System	3
HIS 764 The Teaching of Social Studies	3
Non-Western History chosen from the following:	6
HIS 200 Introduction to Latin America (3)	
HIS 224 Introduction to Asian History (3)	
HIS 310 Modern China (3)	
HIS 325 Asian Civilizations (3)	
or from special studies courses that may be offered in the history of Africa and the MiddleEast and other non-Western areas	
Twentieth century history selected from the following:	3
HIS 308, Twentieth Century Europe (3)	
POL 309, The Politics of the Vietnam War (3)	
HIS 319, Contemporary American History Since 1945 (3)	
HIS 330, U.S. and World History (3)	
Geography course selected from the following:	3
GEO 205 World Regional Geography (3)	
GEO 326 Environmental Resources (3)	

GEO 322 Economic Geography (3)
GEO 368 Political Geography (3)

Courses selected from the following or from the GEO courses above: 12

ECO 100 Macroeconomic Principles (3)
POL 300 Law and Society (3)
POL 301 The Constitution and the Rights of Americans (3)
POL 340 State and Local Political Systems (3)
SOC 230 Principles of Sociology (3)
SOC 335 Race and Ethnic Relations (3)
Or approved electives from anthropology, economics, human geography, politics, or sociology.

Workforce Development Teacher Education Program: Teaching family and consumer sciences

The general education requirements of the College which must include these specific courses in the following areas:

Behavioral and Social Sciences 6 hours

PSY 312 Psychology of Exceptional Individuals (Prerequisite: EDU 234 or PSY 100)	3
SOC 335 Race and Ethnic Relations	3

The major study requirements 28 hours

Professional education and related courses as follows:

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 350 Teaching in The Middle School	3
EDU 440 Seminar in Education	1
EDU 490 Observation and Directed Teaching (9-12)	6
EDU 241 Introduction to Instructional Media	1
EDU 466 Preadolescent and Adolescent Behavior	3
EDU 467 The Secondary School	3
EDU 450 Reading in the Content Areas	2
FCS 764 Methods of Teaching FCS	3

Minimum semester hours in Family and Consumer Sciences courses: 49–53 semester hours chosen from the following:

Child Development 9 hours

CD 234 Preschool Child	3
CD 335 Marriage and Family Relationships	3
CD 436 Administration of Programs for Young Children	3

Clothing and Fashion Merchandising 6 hours

FMD 115 Principles of Clothing Construction	3
FMD 418 Textiles	3

Foods and Nutrition 10 hours

FN 124 Principles of Food	3
FN 227 Nutrition	3
FN 310 Food Service Management 1	3
FN 312 Food Service Management for FCS Majors	1

Interior Design and Housing 6 hours

ID 245 Housing	3
ID 144 or ART 144 Interior Design I	3

Consumer Resource Management 6 hours

FCS 355 Family Resource Management	3
FCS/ECO 274 Consumer Economics	3

Additional required courses 12–16 hours

FCS 765 Methods of Teaching Family and Consumer Sciences	3
HED 100 Contemporary Health Issues	2
FCS 490 Professional Symposium	1
FCS 325 Supervised work experiences in FCS or 2000 hours of work in FCS field	4
SOC 340, SWK 308 or PSY 210 Developmental	3
Electives chosen from the following:	3

CD 438 Supporting and Strengthening Families (3)
FMD 226 Tailoring (3)
FMD 427 Apparel Design (3)
ID 246 Interior Design Materials (3)

Special Subject Area Teacher Education (Grades K-12) Programs

Program Requirements for K-12 in Art Education

The general education requirements of the College including these specific courses in the following areas:

The Art Core Curriculum 25 hours

ART 101 Drawing I	3
ART 105 2-D Design	3
ART 201 Drawing II	3
ART 206 Color Theory	3
ART 221 Art History Survey I	3
ART 222 Art History Survey II	3
ART 324 Topics in Modern Art History	3
ART 495 Portfolio Photography	1
ART 496 Professional Practices	3

Other Required Courses 55 hours

ART 160 Ceramics	3
ART 207 Three-Dimensional Design	3
ART 210 Painting	3
ART 270 Fibers or ART 275 Metals	3
ART 300 Computer Design	2
ART 350 Printmaking	3
ART 365 Sculpture	3
Art 393 Junior Seminar	1
Art History elective	3

REVISED
The revised program can be found in the catalogue at
http://www.meredith.edu/academics/catalogues.htm

(continued next page)

ART 734 Foundations in Art Education	3
ART 735 Teaching and Methods: Art Pre K-5	3
ART 736 Teaching and Methods: Art in the Secondary School	3
EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 241 Introduction to Instructional Media	1
*EDU 440 Seminar	1
*EDU 450 Reading in the Content Areas	2
*EDU 466 Preadolescent & Adolescent Behavior or 467 The Secondary School	3
PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3
* Corequisite EDU 490 Observation and Directed Teaching	6

Program Requirements for K-12 Licensure in Dance

The general education requirements of the College including these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptionol Individuals	3
SOC 335 Race and Ethnic Relations	3

The Dance Core Curriculum 44 hours

DAN 150 Perspectives in Dance	1
DAN 159 Improvisation I	2
DAN 250 Movement Fundamentals	2
DAN 255 Movement Fundamentals Lab	1
DAN 257 Music for Dance	2
DAN 200 Dance Appreciation	3
DAN 256 Composition	3
DAN 350 Movement Fundamentals II	3
DAN 352 Dance Repertory	2
DAN 355 Creative Arts Touring Company	2
DAN 356 Dance Composition II	3
DAN 357 Creative Arts Touring Company/Assistantship	1
DAN 359 Dance History	3
BIO 322/342 Human Anatomy and Physiology	4
HED 282 Prevention and Care of Movement Injuries	2

Dance Technique—total of 10 credits to include
Modern II, III, and/or IV (4)
Ballet II, III, and/or IV (2)
Jazz II, III, and/or IV (1)
Technique **Electives** (3) (Dance Education should include DAN 152, Folk and Square)

Professional Education Courses 25 hours

EDU 232 Foundations of American Education	3
EDU 234 Education Psychology	3
DAN 761 Theory/Methods of Teaching Dance, K-6	3
DAN 762 Theory/Methods of Teaching Dance, 7-12	3
DAN 763 Reflective Teaching	3
EDU 440 Seminar in Education	1
EDU 241 Introduction to Instructional Medio	1
EDU 450 Reading in the Content Area	2
EDU 490 Observation and Directed Teaching	6

Program Requirements for K-12 Licensure in Teaching English as a Second Language

The general education requirements of the College which must include these specific courses in the following areas:

HIS 103 The World in the 20th Century	3
REL 102 World Religions	3

Cultural Perspectives 3 hours

COM 390 Intercultural Communication	3

Literature elective 3 hours

ENG 335 20th Century World Literature	3

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Required Courses 4 hours

ENG 175 English Grammar	1
ENG 505 Study of Linguistics	3

Professional Studies 37 hours

EDU 232 Foundations of Education	3
EDU 234 Educational Psychology	3
EDU 255 Literature for Children and Early Adolescents	3
EDU 241 Intro to Instructional Media	1
EDU 300 Introduction to Language Arts	2
EDU 345 ESL in K-12 Classrooms	3
EDU 400 Communication Skills	3
EDU 402 Preservice Practicum	1
EDU 745 Intro to Methods of Teaching ESL	3
EDU 467 The Secondary School	3
EDU 440 Seminar in Education	1
EDU 466 Pre-Adolescent and Adolescent Behavior	3
EDU 450 Reading in the Content Areas	2
EDU 490 Observation and Directed Teaching	6

Program Requirements for K-12 Licensure in Music
General Education Requirements 39-48 hours

CORE 100 The Context of Culture	4
CORE 200 Cultural Connections	0-3
CORE 400 Global Perspectives	3
ENG 111 Principles of Writing	3
ENG 200 Texts and Contexts	3
HIS 101, 102 or 103	3
REL 101, 102, 103, 104 or 105	3
Mathematics	3
Foreign language	0-6
Laboratory science	4
Science in Society elective	3
SOC 335 Race and Ethnic Relations	3
PSY 312 Psychology of Exceptional Individuals	3

Four physical education activity courses or one health education course and two physical education activity courses	4

Threads: 2 writing, 1 ethics, 1 oral communication, 1 information retrieval

Experiential Learning: one approved EL experience and 12 cultural events

Competency requirement: fundamental computer skills

Education courses 20 hours

MUS 720 Materials and Methods Elementary	2
MUS 721 Materials and Methods Middle	2
EDU 234 Educational Psychology	3
EDU 232 Foundations of American Education	3
EDU 490 Student Teaching (Block)	6
EDU 241 Intro to Instructional Media	1
EDU 450 Reading (Block)	2
EDU 440 Seminar	1

Courses chosen from one of the following emphases: 64 hours

Music courses for Choral/General Emphasis

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUA 060 String Instruments	2
MUA 068 Guitar Lab	1
MUA 070 Woodwind Instruments	2
MUA 080 Brass and Percussion Instruments	2
MUS 300 and 301 Conducting	4
MUS 304 Instrumentation	1
MUS 308 Choral Arranging	2
MUS 722 Materials and Methods Secondary	2
Principle Applied Study	14
Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective.	
Secondary applied study(ies)	3
MUA 491 Graduation Recital	1
Ensembles	7 semesters
Keyboard proficiency	

Music courses for Instrumental Emphasis

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUA 060 String Instruments	2
MUA 068 Guitar Lab	1
MUA 070 Woodwind Instruments	2
MUA 080 Brass and Percussion Instruments	2
MUS 300 and 302 Conducting	4
MUS 304 Instrumentation	1
MUS 306 Orchestration	2
MUS 723 Materials and Methods Instrumental	2
Principles Applied Study	14
Secondary applied study(ies) (must include 1 hour of voice.)	2
MUA 491 Graduation Recital	1
Instrumental ensembles	7 semesters
Keyboard proficiency	

Program Requirements for K-12 Licensure in Physical Education

The general education requirements of the College which must include these specific courses in the following areas:

Behavioral and Social Sciences 6 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
SOC 335 Race and Ethnic Relations	3

The Physical Education Core Curriculum 34 hours

HED 100 Contemporary Health Issues	2
HED 200 Responding to Emergencies	2
BIO 322/342 Human Anatomy and Physiology and Lab	4
prerequisites: BIO 101/14 General Biology I and Lab*	
ESS 200 Foundations of Physical Education, Sport and Fitness	3
ESS 220 Principles of Strength Training and Conditioning	2
ESS 255 Lifespan Motor Development	3
ESS 300 Issues and Management of Sport and Physical Education	3
ESS 475 Motor Learning and Skill Performance	3
ESS 320 Assessment in Physical Education, Sport and Fitness	3
ESS 482 Kinesiology	3
ESS 485 Exercise Physiology	3
ESS 487 Exercise Physiology Lab	1
ESS 460 Senior Seminar	2

Theory and Practice of Skill Acquisition 9 hours

ESS 210 Selected Sports Activities	1
ESS 215 outdoor Leisure Activities	1
PED 110, 125, 210, 310 or swimming proficiency	1
PED 120, 121, 122, 126 (physical fitness activities)	1
PED 141, 241 (badminton)	1
PED 146, 246, 346, 476 (tennis)	1
PED 152, folk and Square Dance	1
PED 161, 162, 163, 164 (select two different)	2

* All activity courses (any courses with a PED/DAN prefix) taken to fulfill the requirements for the Exercise and Sports Science major must be taken for a grade.

Teaching Physical Education 9 hours

ESS 743 Teaching P.E.in the Elem.School for the Physical Educator	3
ESS 745 Teaching P.E.in the Middle and Secondary School	3
ESS 746 Teaching P.E. for Individuals w/ Special Needs (K–12)	3

Professional Education Courses 16 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 440 Seminar in Education	1
EDU 241 Introduction to Instructional Media	1

EDU 450 Reading in the Content Areas	2
EDU 490 Observation and Directed Teaching	6

Program Requirements for K-12 Licensure in Theatre

The general education requirements of the College which much include these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or	
PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Theatre Licensure Requirements (K-12) 51-53 hours

ART 244 Fundamental Concepts of Art	1
DAN 159 Movement Improvision	2
DAN 244 Fundamental Concepts of Dance	1
MUS 244 Fundamental Concepts of Music	1
THE 114 Introduction to Theatre	3
COM 150 Voice & Articulation	3
THE 214 Creative Dramatics	3
THE 224 Basic Acting	3
THE 130 Performance Practicum	1
THE 137 Stage Management Practicum	1
COM/THE 141 Publicity Practicum	1
THE 245 Stagecraft	3
THE 246 Lighting & Sound	3
THE 247 Costume & Makeup	3
COM 330 Video Production	3
THE 316 – 317, History of Theatre I & II	6
THE 320 Puppetry	3
THE 350 Modern Drama or ENG 355 or 356 Shakespeare	3
THE 425 Directing	3
THE 496 Seminar in Musical Theatre	3
THE 490 Project: area of specialization	1–3

Professional Education Courses 24 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 467 The Secondary School	3
EDU 450 Reading in the Content Area	2
EDU 241 Introduction to Instructional Media	1
EDU 255 Literature for Children and Early Adolescents	2
THE 735 Methods of Teaching Theatre K-12	3
EDU 440 Seminar In Education	2
EDU 490 Observation and Directed Teaching	6

Program Requirements for K-12 Licensure in French or Spanish

The general education requirements of the College which must include these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or	
PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Professional Education Courses 26 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
FL 764 The Teaching of a Foreign Language in the Elementary, Middle, and Secondary Schools	4
EDU 440 Seminar in Education	1
EDU 241 Introduction to Instructional Media	1
EDU 466 Preadolescent, Adolescent Behavior	3
EDU 467 The Secondary School	3
EDU 450 Reading in Content Areas	2
EDU 490 Observation and Directed Teaching	6

French or Spanish licensure requirements as listed below. 32 hours

French Licensure Requirements

FRE 205 Intermediate French I	3
FRE 206 Intermediate French II	3
FRE 304 French Civilization	3
FRE 305 Phonetics and Phonology	3
FRE 306 Advanced Grammar, Composition and Linguistics	3
FRE 307 Advanced Conversation	3
FRE 364 Discoveries in French Literature I	3
FRE 365 Discoveries in French Literature II	3
FRE 350 Seminar (2 semesters)	2
Electives chosen from the following:	6
FRE 301 Business French (3)	
FRE 308 Francophone Literature (3)	
FRE 309 French Women Writers (3)	

FRE 300 Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as elective.)

Spanish Licensure Requirements

SPA 205 Intermediate Spanish I	3
SPA 206 Intermediate Spanish II	3
SPA 303 Civilization of Spain, OR	
SPA 304 Spanish American Civilization	3
SPA 305 Phonetics and Phonology	3
SPA 306 Advanced Grammar, Composition and Linguistics	3
SPA 307 Advanced Conversation	3
SPA 350 Seminar (2 semesters)	2
Electives chosen from the following:	12
SPA 308 Readings in Hispanic Literature (3)	
SPA 351 The Development of Poetry (3)	
SPA 352 The Development of Theater (3)	
SPA 353 The Development of Short Fiction (3)	
SPA 354 The Dev.of Long Narrative in Spanish Literature (3)	

SPA 300 Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as elective.)

900 numbered courses in French and Spanish can be substituted for 300 level courses. Substitutions for required literature courses are also possible. See department head for information and approval.

Title II Federal Report 2003–2004

I. PRAXIS Data — Student Interns

- Meredith College overall pass rate is 97%.
- 47 Meredith College student interns attempted the Elementary Education (K–6) Exams with a 100% pass rate.

II. Program Information

- Number of students enrolled in teacher education during the 2003–2004 school year — 184
- Number of students in supervised student teaching for the same period — 73
- Supervising Faculty—full time in professional education — 8
- part time, employed full time by Meredith College — 5
- part time, not otherwise employed by Meredith College—3
- Total number of Supervising Faculty — 16
- Student to Faculty Ratio — 4:6
- Student teachers average 30 hours per week in schools during the ten-week student teaching period for a total of 300
- The Teacher Preparation Program at Meredith College is fully accredited by both NCATE and the North Carolina Department of Public Instruction.
- The Teacher Preparation Program at Meredith College is not designated as low-performing.

—For Education courses, see pages 133-134.

English

Professor Grathwohl, Head; Professors English, Gilbert, Jackson, Walton, and Webb; Associate Professors Colby, Duncan, and Pearce; Assistant Professors Britt, and Johnson; Writer-in-Residence Newton; Adjuncts Boone, Hogan, Melbourne, Quinn, Rosser, and Wofford.

The courses offered by the Department of English are designed to foster in every student

- the ability to read critically and to think logically and independently;
- skills in speaking and writing;
- an understanding of and appreciation for the English language;
- an understanding of the power and responsible uses of rhetoric;
- an appreciation for and enjoyment of various genres of literature and film;
- an awareness of the cultures from which this literature has come; and
- an appreciation of human values.

We hope that as a result of her experiences in these courses a student will continue her own education — reading widely, thinking critically, and working to improve her speaking and writing.

In addition, the curriculum for English majors is designed to give them

- an historical sense of the development of literature in the English language from its beginnings to the present; and
- a knowledge of the themes and approaches of major writers in English.

Career Directions

A major in English may prepare a student for a variety of careers: positions in business, libraries, museums, and churches; journalism, technical writing, and editing; teaching and school administration; personnel work and counseling; and free-lance writing. A major in English also prepares the student for graduate work in English and relared fields and is recommended as preprofessional training for law and business.

Resources

Alumnae gifts honoring professors Norma Rose and Mary Lynch Johnson have funded endowed professorships in their names. These professorships allow English faculty to invite eminent poets, writers, and scholars to campus for lectures and discussions with students, and they enrich teaching and scholarship in English by supporting research, travel, and the purchase of books and films.

Students who wish more advanced study and research in literature should consult with the department head and arrange for it through the special studies option listed on page 67. Students may elect courses through the Cooperating Raleigh Colleges.

ENG 111 with a "C" or better is a prerequisite for all other courses in English; ENG 200 is a prerequisite for all other literature courses in the department.

Major in English 34–36 hours

ENG 111 Principles of Writing	3
ENG 200 Texts and Contexts	3
ENG 206 Survey of American Literature	3
ENG 270 Literary Research/Critical Theory	3
ENG 498 Honors Research Project or ENG 499 Research Project	1-3
One chosen from the following	3
ENG 202 Dev. Of English Literature (3)	
ENG 330 African-American Writers (3)	
One chosen from the following	3
ENG 351 Old English (3)	
ENG 352 Chaucer (3)	
One chosen from the following	3
ENG 355 Shakespeare (3)	
ENG 356 Shakespeare (3)	
One chosen from the following	3
ENG 340 Dev. of the British Novel (3)	
ENG 365 English Poetry Romantic Period (3)	
ENG 367 English Lit.Victorian Period (3)	
ENG 368 English Lit. of 18th Century (3)	
One chosen from the following	3
ENG 335 20th C. World Lit in Translation (3)	
ENG 345 Irish Renaissance (3)	
ENG 350 Modern Drama (3)	
ENG 364 20th C. Poetry in English (3)	
ENG 370 20th C. Prose Through1945 (3)	
ENG 371 20th C. Prose After 1945 (3)	
One Seminar chosen from the following	3

ENG 357 Seminar in 17th C. Poetry (3)
ENG 359 Seminar In Amer. Women Writers (3)
ENG 360 Seminar in Southern Writers (3)
ENG 495 Seminar in European Literature (3)
Elective 300 Level or above chosen from courses including ENG 358 3

When choosing courses, an English major must include one poetry course and one American course beyond ENG 206. No credit in English is given for ENG 764.

Minors in English and Professional Writing

English 21 hours
English electives beyond ENG 111 and 112 9
English electives at the 300 or 400 level 9
(Prerequisite ENG 111)

Professional Writing and Presentation Media 21 hours
Core requirements (12)
- ENG111 Principles of Composition (3)
- ENG 358 Professional Writing (3)
- COM 225 Public Speaking (3)
- One course in visual principles and practice. Choose from
  - ART 140 Introduction to Graphic Communication (3)
  - ENG 250 Document Design (3)
  - CIS 156 Web Site Design and Management (3)

Writing electives (3 credits) Choose from among the following:
- ENG 220 Creative Nonfiction (3)
- ENG 235 Writing Poetry (3)
- ENG 236 Writing Fiction (3)
- ENG 245 Introduction to Journalism (3)
- ENG 247 Introduction to Professional Editing (3)
- ENG 280 Special Topics in Professional Writing (3)
- COM 360 Writing for the Media (3)

General electives (6 credits). Choose from Writing Electives above and/or the following:
- ART 105 Two-dimensional Design (3)
- ART 130 Photography I (3)
- ART 230 Photography II (3)
- ART 245 Typography and Layout (3)
  (Prerequisites ART 101, ART 105 and Art 140)
- BUS 260 Principles of Marketing (3)
- BUS 466 Sales Management (3)
  (Prerequisites BUS 240, BUS 260)
- BUS 467 Advertising and Sales Promotion (3)
  (Prerequisites BUS 240, BUS 260)
- BUS 468 Marketing Management and Planning (3)
  (Prerequisites BUS 240, BUS 260)
- CIS 120 Spreadsheets (1)
- CIS 140 Databases (1)
- CIS 154 Creating Pages for the World Wide Web (3)
- COM 330 Video Production (3)
- COM 350 Business and Professional Communication (3)
  (Prerequisite COM 225)
- COM 400 Special Topics (with prior approval) (3)
- ENG 932 Internship

Technology proficiency: Students must submit a portfolio that demonstrates competency in two technology areas. These areas may include databases, spreadsheets, web design, page layout or graphic design (Using QuarkXPress or InDesign), or visual editing/design (using Photoshop).

Teacher licensure is available in B-K, K-6, 6-9 communication skills concentration and 9-12 English. See licensure requirements in the School of Education listing.
— For English courses, see pages 135-137.

Foreign Languages and Literatures

Professor Thomas, Head; Professors Pitts and Reiss; Assistant Professors Billat, Concha-Chiaraviglio, Machelidon, and Maldonado-DeOliveira; Instructor Holland; Adjuncts Capra, DeBellis, Cox, Gaffer, Isleem, Kube, Maclcahlan, Nunes and Tague.

The Department of Foreign Languages and Literatures offers a major in French and Spanish, three years of German, two years of Italian and Latin (with some advanced work) and introductory Arabic and Chinese. The purpose of the Department of Foreign Languages and Literatures is to promote excellence in the undergraduate foreign language program by

- ensuring that students at every level acquire competence in the skills of listening, speaking, reading, and writing;
- ensuring that students gain extensive and competent undergraduate knowledge of a foreign language literature as a requirement for their major;
- ensuring that students understand the targeted foreign culture and civilization, gaining a greater appreciation of those cultures and of their own culture in order to make them tolerant world citizens;
- helping students become productive, contributing world citizens;
- assisting and advising students and graduates to seek or continue employment which involves the use of a foreign language;
- preparing licensure candidates for effective, competent classroom teaching; and
- incorporating instructional technology into classes to help students explore the target language through the use of all available technical resources.

Advanced Placement and Competency

Foreign Language competency at the intermediare-mid level is a graduarion requirement at Meredith. Please see the General Education Foreign Language Requirement (p. 56) for a complete list of methods for demonstrating competency. To satisfy this requirement, you are encouraged to build on your knowledge of the foreign language you studied in high school by taking the appropriare foreign language courses early in your college career. The department will place you at the appropriate level of a foreign language on the basis of high school units.

However, if you have had three or more years of Spanish, French, German, Italian or Latin, or if you have learned the language fairly well through other life experience, your skill level should be assessed during early registration or orientation through a placement test. Depending on the results of the placement test, the department will either place you in the level most appropriate for you or determine that you qualify to take the competency test.

If the competency test is recommended and you complete it successfully, you will not be required to take additional foreign language courses. At the same time, the department encourages you to pursue your study of a foreign language beyond the requirement. When you complete two 3-hour language courses at the 300 level with a grade of C or better, the Registrar will award you six hours of credit for courses "skipped" on the intermediate level (205-206). You will then have earned a total of 12 credit hours in the language you studied and may wish then to earn a minor or major.

The foreign language requirement can never be waived except for students whose native language is not English.

Foreign language students who wish further study in languages other than French and Spanish should consult with the department head and arrange for it through special studies options, such as those listed on page 41.

Students may also elect to take courses at other CRC (Cooperating Raleigh Colleges) institutions. Students of German may arrange for a contract major in consultation with the department head.

Majors are advised to study a second language as a related field and are urged to take advantage of the overseas study programs offered through the department and the College. It is strongly recommended that majors work as assistants in the department for two to three semesters or longer. Future teachers are particularly encouraged to pursue an internship as these become available.

Majors in Foreign Languages

French 35 hours

FRE 205 Intermediate French I or placement	0–3
FRE 206 Intermediate French II or placement	0–3
FRE 304 French Civilization	3
FRE 305 French Phonetics and Phonology	3
FRE 306 Adv. Grammar, Comp, Linguistics	3
FRE 307 Advanced Conversation	3
FRE 350 French Seminar	2
FRE 364 Discoveries in French Literature I	3
FRE 365 Discoveries in French Literature II	3
HIS 102 Modern Western Civilization	3
Electives chosen from French courses above the 100 level	6–12

Spanish 35 hours

SPA 205 Intermediate Spanish I or placement	0–3
SPA 206 Intermediate Spanish II or placement	0–3
SPA 303 Civilization of Spain or SPA 304 Spanish American Civilization	3
SPA 305 Spanish Phonetics & Phonology	3
SPA 306 Adv. Grammar, Comp., Linguistics	3
SPA 307 Advanced Conversation	3
SPA 350 Spanish Seminar	2
Four courses chosen from the following	12
SPA 308 Readings in Hispanic Literature (3)	
SPA 331 Spanish and Latin American Film	
SPA 351 The Development of Poetry (3)	
SPA 352 The Development of Theatre (3)	
SPA 353 Development of Short Fiction (3)	
SPA 354 Development of Narrative (3)	
HIS 102 Modern Western Civilization Or HIS 200 Intro to Latin-American History	3
Elective chosen from Spanish courses above the 100 level	0–6

Substitution for Spanish literature courses can be made with the approval of the department head.

Minors in Foreign Languages

French 18 hours

FRE 205 Intermediate French I	3
FRE 206 Intermediate French II	3
FRE 304 French Civilization	3
FRE 305 French Phonetics & Phonology	3
FRE 306 Adv. Grammar, Comp., Linguistics	3
Elective chosen from French 300 level courses	3

German 18 hours

GER 205 Intermediate German I	3
GER 206 Intermediate German II	3
GER 306 Advanced German Grammar	3
GER 307 Advanced Conversation	3
GER 366 Advanced German Reading	3
Elective chosen from German 300 level courses	3

Italian 18 hours

ITA 205 Intermediate Italian I	3
ITA 206 Intermediate Italian II	3
Electives chosen from the following	9
ART 221 Western Art: Ancient-Early Renaissance (3)	
ART 222 Western Art: Renaissance-Modern (3)	
ART 323 Topics in Art History (3)	
HIS 304 Greek and Roman History (3)	
LAT 205 Intermediate Latin I (3)	
LAT 206 Intermediate Latin II (3)	
Study in Italy	
Electives approved by adviser	3

Some courses must be taken either at North Carolina State University or through study abroad.

Spanish 18 hours

SPA 205 Intermediate Spanish I	3
SPA 206 Intermediate Spanish II	3
SPA 303 Civilization of Spain OR SPA 304 Spanish American Civilization	3
SPA 305 Spanish Phonetics & Phonology	3

SPA 306 Adv. Grammar, Comp., Linguistics 3
SPA 307 Advanced Conversation or a
300 level Spanish elective 3

Teacher licensure is available in K-12 in French and Spanish. See licensure requirements in the School of Education listing.

— For Foreign Language courses, see page 141.
— For French courses, see pages 142-144.
— For German courses, see page 145.
— For Italian courses, see page 150.
— For Latin courses, see page 150.
—For Spanish courses, see pages 172-174.

Health, Exercise and Sports Science

Professor Campbell, Head; Professor Chamblee; Assistant Professors Eschbach, Malley, Myers and Winfrey-Kovell; Instructor Rairigh; Adjuncts Drury-Rohner, Hatchell, Huffman, Katschkowsky, Langton, Olevsky, Pashby, Raley, and Waddell.

Mission

The programs of the Department of Heath, Exercise and Sports Science foster the broad vision and goals of Meredith College by contributing to the lifelong development of women so they may live energetic and full lives. The curricular and co-curricular offerings of the department are designed to stimulate holistic learning that promotes the integration of physical and intellectual skills and abilities. We contribute to the institution's goal of educating women to excel by providing an environment that encourages women to develop disciplinary and interdisciplinary knowledge, critical cognitive abilities, movement awareness, physical skill development, and wellness behaviors. Recognizing the connection between health and well-being and our ability to meet life's challenges, we strive to offer programs that prepare women to lead physically active, health-enhancing lives. The department is committed to providing quality educational programs and experiences that prepare our students to pursue professional careers, post-graduate study, leadership roles, and lifelong learning. In addition, we contribute significantly to campus life by providing opportunities for students to participate in intercollegiate athletics, sport performances, and fitness and leisure activities, all of which serve to strengthen students' sense of personal interaction and responsibility to others. In all of this, our faculty guide and support the development of students in becoming knowledgeable, responsible, and caring women sensitive to the important challenges that face our college, local, national, and global communities.

Health and Physical Education General Education Goals

The Health and Physical Education general education program is committed to providing students with broad and varied learning opportunities that encourage students to lead physically active, health-enhancing lives.

Health and Physical Education Learning Outcomes

Following completion of this program, the student will

- demonstrate movement competency and proficiency;
    - demonstrate sufficient skill and technique to pursue lifetime participation in fitness and sport activities
    - demonstrate knowledge of safe and effective movement techniques
- exhibit interest and desire to maintain a healthy lifestyle;
- value physical activity as an opportunity for enjoyment, challenge, self-expression, and social interaction;
- apply understanding of concepts and principles to enhance acquisition and performance in movement settings;
- demonstrate participation behaviors that promote personal and group success in activity settings.

Exercise and Sports Science majors/minors are required to take all activity courses (note PED prefix) which fulfill the requirements for the Exercise and Sports Science major for a grade. Dance majors/minors are required to take all dance activity courses which fulfill the requirements for the Dance major for a grade. All dance and physical education activity courses taken to fulfill requirements for the Dance and Exercise and Sports Science majors may count toward graduation.

Exercise and Sports Science Major Program Goals

The programs of study leading to majors in Exercise and Sports Science are designed to

- promote a learning environment which is concurrently supportive and challenging;
- promote opportunities for students to gain disciplinary and interdisciplinary knowledge;
- provide opportunities for students to gain experiential knowledge and make connections with what they have learned through practicum experiences;
- provide opportunities for students to gain skills and knowledge in the use of technology as a tool for learning, working and communicating;
- provide experiences that prepare our students to pursue professional careers; and
- promote lifelong learning.

Exercise and Sports Science Major Learning Outcomes

Following completion of the program of study in Exercise and Sports Science, students will

- demonstrate an understanding of content knowledge, current disciplinary concepts, and tools of inquiry related to the development of a physically educated person;
- demonstrate conceptual and experiential understanding of the subject matter of exercise and sports science and how this knowledge relates to diverse individuals and other disciplines;
- demonstrate proficiency in varied exercise, motor, and sports skills;
- utilize opportunities (as pre-professional persons) to observe, plan, assess, and develop program plans for a variety of exercise and sport science applications;
- utilize opportunities (as pre-service teachers) to observe, plan, teach, assess and develop curriculum experiences at elementary, middle, and secondary levels;

- demonstrate continued realization of physical activity and sport as life-enriching and health enhancing;
- demonstrate continued learning, professional development, and reflective practice in the realm of exercise and sports science; and
- demonstrate an understanding of the use of technology in the field of physical education and exercise and sports science.

Exercise and Sports Science Major Offerings

The Bachelor of Science degree with a major in Exercise and Sports Science includes a 34 credit hour core curriculum. Majors may select the exercise and sports science general track or from two areas of concentration: Fitness and Sports Management, and Physical Education (which prepares students as candidates for North Carolina K-12 teaching licensure). The department also offers a minor in exercise and sports science.

Career Directions

The **Exercise and Sports Science major** (general track) is designed for students who wish to pursue careers in exercise and sport , or who wish to seek further specialization through graduate school. The program of study focuses on foundational, as well as organizational and administrative principles, wellness, skilled movement, and sport. Students are provided with opportunities to integrate, reflect, and apply disciplinary concepts and principles in the field of exercise and sports science. Graduates may seek entry-level positions as sports and exercise specialists in wellness centers, corporate/worksite fitness facilities, resorts or clubs, youth recreation programs, and community based sports centers. With additional education students may seek careers in exercise physiology, physical therapy, cardiac rehabilitation, sports medicine, sports psychology, recreation or occupational therapy, as well as many other areas of specialization.

The **Fitness and Sports Management Concentration** provides an opportunity to strengthen leadership and decision-making skills and to prepare for management positions in the sports and fitness industry. Graduates may obtain employment in management positions with professional sports teams, retail sports stores, corporate wellness centers, and community sports centers, or pursue graduate studies.

The **Physical Education Concentration** program of study prepares students as physical educators. Students will be prepared as candidates for North Carolina K-12 licensure; see specific requirements in the teacher education section of this catalogue. In addition to the core curriculum of 34 hours, the student will complete 39 credit hours, including skill acquisition, physical education methods, and professional education classes.

Facilities and Resources

Exercise and Sports Science majors have opportunities to study in various laboratory settings in addition to the classroom. While using varied cardiovascular and strength training equipment, ESS majors have opportunities to gain strength and conditioning concepts and skills in Meredith's fitness center. The Human Performance lab provides the Meredith community, in addition to area fitness enthusiasts and athletes the ability to receive up-to-date evaluation of their cardiovascular risks, fitness and training status, as well as guidance on how to implement or expand physical fitness into their lives. Student majors will have the opportunity to apply valuable knowledge and skills while performing varied physiological assessments in the lab, as well as have opportunities to work with faculty to conduct research projects. Throughout the Exercise and Sports Science program, students have opportunities to apply their knowledge and skills in "real-life" settings, including public schools, youth and senior centers, and community organizations.

General Education — Health and Physical Education Program

Through health and physical education the student gains greater knowledge and appreciation of her physical self by integrating skill development with cognitive thought processes. The department offers a wide variety of theory and activity courses, with special emphases on health, fitness, and life-time sports. Dance technique courses are also offered in the General Education Physical Activity Program. For the highly skilled, there are opportunities to participate in intercollegiate athletics, Meredith Dance Theatre, and the Aqua Angels.

Policies related to the General Education Health and Physical Learning Component

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take swimming for non-swimmers during one of the four semesters. After a student has met her requirements, she may elect additional activity courses that may be taken for a grade or pass-fail. However, no more than eight credits may be counted in the 124 hours required for graduation except for students majoring / minoring in dance or exercise and sports science. **No more than two credit hours in any one intercollegiate sport (PED 471, 472, 475, 476, 477) or performance group (PED 313, DAN 456) can be counted toward general education requirements.**

Pre-approved permission granted by the department head and a recommendation from her previous instructor are required in order for students to repeat a physical education course for credit. No more than two credit hours in any one intercollegiate sport (PED 471, 472, 475, 476, 477) or performance group (PED 313, DAN 456) can be counted toward general education requirements.

The courses related to sports team participation (PED 313, 471, 472, 475, 476, 477) are eligible for Pass/Fall grading only.

All physical education and dance activity courses taken to fulfill the general education requirement will have Pass/fail grading. **A student may audit an activity course only with special permission from the department head.**

Note that all physical education activity courses carry a PED prefix, ESS courses do not count toward general education physical education activity credit.

Exercise and Sports Science majors/minors are required to take all activity courses (note PED prefix) that fulfill the requirements for the Exercise and Sports Science major for a grade. **Dance majors/minors** are required to take all dance activitiy courses that fulfill the requirements for the Dance major for a grade. All dance and physical education activity courses taken to fulfill requirements for the Dance and Exercise and Sports Science majors may count towards graduation.

Bachelor of Science Degree with major in Exercise and Sports Science

Requirements for a Major in Exercise and Sports Science

The requirements for a major in exercise and sports science shall include fulfillment of general education requirements, the 34 credit hour core curriculum in exercise and sports science, and additional courses specified according to the selected program of study. Students may pursue the Exercise and Sports Science general tack or further specialize by selecting a concentration from these areas: Fitness and Sports Management, and Physical Education (which prepares students as candidates for North Carolina K-12 teaching licensure).

The **Exercise and Sports Science General Track** major is designed for students who wish to pursue careers in exercise and sport or who wish to seek further specialization through graduate study. The program of study focuses on foundational, as well as organizational and administrative principles, wellness, skilled movement, and sport. Students are provided with opportunities to integrate, reflect upon, and apply disciplinary concepts and principles in the field of exercise and sports science. In addition to the 34 credit hour core curriculum in exercise and sports science, the student will complete an additional 23–24 in skill acquisition and exercise and sports science-related courses.

The **Fitness and Sports Management Concentration** provides an opportunity to strengthen leadership and decision-making skills and to prepare for management positions in the sports and fitness industry. In addition to the 34-hour core curriculum in exercise and sport science, the student will complete an additional 13 hours in exercise and sports science-related courses and 18 business related courses.

The **Physical Education Concentration** program of study prepares students as physical educators. Students will be prepared as candidates for North Carolina K-12 licensure; see specific requirements in the teacher education section of this catalogue. In addition to the core curriculum of 34 hours, the student will complete 39 credit hours, including skill acquisition, physical education methods, and professional education classes.

Majors in Exercise and Sports Science

The Core Curriculum 34 hours

HED 100 Contemporary Health Issues	2
HED 200 Responding to Emergencies	2
BIO 322/342 Human Anatomy and Physiology & Lab	4
pre-requisites: BIO 101/141, General Biology I and lab	
ESS 200 Foundations of Physical Education, Sport and Fitness	3
ESS 220 Principles of Strength Training and Conditioning	2
ESS 255 Lifespan Motor Development	3
ESS 300 Issues and Management of Sport and Physical Education	3
ESS 320, Assessment in Physical Education, Sport and Fitness	3
ESS 475 Motor Learning and Skill Performance	3
ESS 482 Kinesiology	3
ESS 485 Exercise Physiology	3
ESS 487 Exercise Physiology Lab	1
ESS 460 Senior Seminar	2

Exercise and Sports Science (General Track) 57-58 hours

The Exercise and Sports Science Core Curriculum	34
HED 282 Prevention and Care of Movement Injuries	2
ESS 210 Selected Sports Activities	1
ESS 486 Exercise Prescription	2
ESS 499 Introduction to Research in Exercise and Sports Science	3
ESS 451 Practicum in Exercise and Sport Science	3
Physical Education/Dance Activity Electives* beyond general education requirements (must be taken for a grade, approved by program coordinator or department head)	6
Other **Electives** chosen from the following	6
ESS 400 Topics in Exercise and Sports Science (3)	
ESS 746 Teaching Physical Education for Individuals with Special needs (K–12) (3)	
FN 227 Nutrition (3)	
CHE 111/141 General Chemistry I and Lab (4)	
PSY 210 Developmental Psychology (3) (prerequisite: PSY 100 Introduction to Psychology)	

Exercise and Sports Science with a Concentration in Fitness and Sports Managements 65 hours

The Exercise and Sports Science Core Curriculum	34
HED 282 Prevention and Care of Movement Injuries	2
ESS 486 Exercise Prescription	2
ESS 499 Introduction to Research in Exercise and Sports Science	3
ESS 450 Practicum in Fitness/Sports Management	3
PED/DAN activity electives* beyond general education requirements, (must be taken for a grade, approved by the department head or program coordinator)	3
ACC 230 Principles of Accounting I	3
BUS 240 Principles of Management	3
BUS 260 Principles of Marketing	3
BUS 344 Business Communications	3
Business **electives** chosen from the following:	6
ECO 101 Microeconomic Principles (3)	
BUS 340 Business Law I (3)	
BUS 348 Organizational Behavior (3)	
BUS 350 Human Resource Management (3)	
BUS 361 Consumer Behavior (3)	
BUS 467 Advertising and Sales Promotion (3)	

Exercise and Sports Science with a Concentration in Physical Education 73 hours

The Exercise and Sports Science Core Curriculum 34
ESS 210 Selected Sports Activities 1
ESS 215 Outdoor Leisure Activities 1
Physical Education/Dance activity electives beyond general education requirements, (must be taken for a grade, approved by the department head or program coordinator) chosen from the following groups 7
- PED 110, 125, 210, 310 Swim or swimming proficiency 1
- PED 120, 121, 122, 126 Physical fitness activities 1
- PED 141, 241 Badminton 1
- PED 146, 246, 346, 476 Tennis 1
- PED 152 Folk and Square Dance 1
- PED 161, 162, 163, 164, select two different 2

ESS 743 Teaching Physical Education in the Elem. School for the Physical Educator 3
ESS 745 Teaching Physical Education in the Middle and Secondary School 3
ESS 746, Teaching Physical Education for Individuals with Special Needs(K-12) 3
PSY 210 or 310, Developmental /Psych of Children and Adolescents 3
SOC 335 Race and Ethnic Relations 3
EDU 232 Foundations of Education 3
EDU 234 Educational Psychology 3
EDU 440 Seminar in Education 1
EDU 241 Introduction to Audiovisual ....
EDU 450 Reading in the Content Area 1
EDU 490 Observation and Directed Teaching 6

Minor in Exercise and Sports Science 20 hours

Select from the following: 14
- BIO 322 Human Anatomy and Physiology (3)
- BIO 342 Human Anatomy and Physiology Lab (1)
- ESS 200 Foundation of Physical Education, Sport & Fitness (3)
- ESS 220 Principles of Strength Training and Conditioning (2)
- ESS 255 Lifespan Motor Development (3)
- ESS 300 Issues and Mgmt of Sport and Physical Education (3)
- ESS 320 Assessment in Physical Education, Sport and Fitness (3)
- ESS 475 Motor Learning and Skill Performance (3)
- ESS 400 Topics in Exercise and Sports Science (3)
- ESS 482 Kinesiology (3)
  - Prerequisites: BIO-322, BIO 342
- ESS 485 Exercise Physiology (3)
  - Prerequisites: BIO-322, BIO-342.
- ESS 487 Exercise Physiology lab (1)
- ESS 486 Exercise Prescription (2)
  - Prerequisites: BIO-322, BIO-342.
- ESS 499 Introduction to Research in Exercise and Sports Science (3)
  - Prerequisite: ESS-320
- FN 227 Nutrition (3)
- (Students pursuing teacher licensure may select from any of the above and those listed below):
- ESS 743 Teaching Physical Education in the Elementary School for the Physical Educator (3)
- ESS 745 Teaching Physical Education in the Middle and Secondary School (3)
- ESS 746 Teaching Physical Education for Individuals w/Special Needs(K-12) (3)

Health courses selected from the following: 2
- HED 100 Contemporary Health Issues (2)
- HED 200 Responding to Emergencies (2)
- HED 282 Prevention and Care of Injuries (2)
- Additional Physical Education/Dance Activity Classes beyond general education requirements. Must include one course selection from at least four of the following five categories: Team Sports, Individual Sports, Dual Sports, Fitness and Dance (Selections require approval by department head or program coordinators) 4

—For Exercise and Sports Science courses, see pages 138-139.
—For Health courses, see page 145.
—For Physical Education courses, see pages 160-163.

History and Political Science

Professor Novak, Head; Professors Gates, Frazier, Kenan and Price; Associate Professor True-Weber; Assistant Professors Fountain, Vitarbo and Volpe; Adjunct; R. Smith

The department offers majors in History, Public History, American Civilization, International Studies, and Political Science.

Objectives

Through the courses and programs offered by the department, every student will develop a serious acceptance of the obligations of democratic citizenship; an informed awareness of the modern world in its many historical and political dimensions; and the ability to be objective and discerning about other peoples and cultures. In addition, all history and politics majors will develop the knowledge base appropriate to the fields they have chosen; relevant skills in research, analysis, and communication; and the ability to choose and pursue meaningful careers. Toward this end, the department will provide each major effective individual advising on personal, academic and career concerns.

Career Directions

History and Political Science majors may go into teaching, graduate study, paralegal professions, law, state and federal government, business, public and social service careers, historic sites, museums and archives, the foreign service, international relations, journalism and editing, and many other occupations supported by a wide knowledge of history and politics. The department also has special career tracks in vocational and professional areas.

Resources

Our location in the state capital gives us unique opportunities for students in History and Political Science. Archives, museums and historic sites abound, allowing us to offer the most complete undergraduate major in Public History of any college in the Southeast. Our proximity to state and city government affords our politics students wonderful on-site experience and personal connections: one alumna became Assistant to the NC Speaker of the House and another worked for Senator John Edwards. Our student teachers gain their experience in the best schools in Wake County. Our majors need only take the Wolfline one mile down the road to N.C. State University, which offers an exceptional array of specialized upper-level courses that no small college department could hope to present.

Internships

All majors should plan to undertake a community internship experience for academic course credit. An internship will help each student to clarify her career choices, to gain valuable skills and establish important contacts, and to secure employment after graduation. Consult departmental advisers for help in making a good choice among the many possibilities available in the immediate area. Recent internships have been at sites such as the N.C. Museum of History, Exploris International Children's Museum, N.C. Supreme Court, N.C. Assembly, Historic Oakview, Duke Homestead and a variety of others.

Advanced Placement

The Department offers advanced placement in American History 214, 215; Western Civilization 101,102; Introduction to Asian History 224; and Politics 100.

Majors in History

American Civilization 37 hours

HIS 334 Methods of Historical Research	3
HIS 495 Senior Seminar	1
HIS 499 Senior Research OR HIS 498 Honors Thesis	3
Electives in American history	15
Approved electives from other disciplines related to the American experience	15

Students planning to teach should also elect six hours from European or Asian fields.

History 31 hours

HIS 334 Methods of Historical Research	3
HIS 495 Senior Seminar	1
HIS 499 Senior Research OR HIS 498 Honors Thesis	3
HIS 101 Emergence of Western Civilization or HIS 102 Modern Western Civilization	3
HIS 214 American History to 1876 or HIS 215 American History since 1876	3
One non-western course chosen from the following HIS 103 The World in the 20th Century (3) HIS 200 Intro to Latin American History (3) HIS 224 Intro to Asian History (3) HIS 281 Intro to African History (3) HIS 282 Modern Middle East (3) HIS 325 Asian Civilization (3) appropriate special studies courses	3
Electives in approved history courses	15

International Studies 37 hours

HIS 334 Methods of Historical Research	3
HIS 495 Senior Seminar	1
HIS 499 Senior Research OR HIS 498 Honors Thesis	3
Electives in modern international history	15
Approved electives chosen from business, economics, geography, foreign language, fine arts, and other disciplines that relate to the 20th century world	15

It is highly recommended that International Studies students achieve fluency in at least one foreign language.

The major should also, if possible, include study abroad.

Public History 37 hours

HIS 334 Methods of Historical Research	3
HIS 495 Senior Seminar	1
HIS 499 Senior Research OR HIS 498 Honors Thesis	3
and	
HIS 214 American History to 1876	3
HIS 215 American History since 1876	3
HIS 250 Introduction to Archaeology	3
HIS 300 Introduction to Public History	3
HIS 333 History of the South or HIS 520 History of North Carolina	3
Elective in history	3
POL 100 American Political Systems or POL 305 Intro to Public Administration or POL 340 State and Local Political Systems	3
ART 221 Western Art: Ancient-Early Renaissance or ART 222 Western Art: High Renaissance-Modern	3
Internship in a public history institution	1-3
Approved electives	2-5

Each student will consult with the major professor to choose additional courses from a variety of related fields that will prepare her for a career in archives, museums, historic sites and preservation, or documentary editing.

—For history courses see pages 146-148.

Majors in Political Science

Political Science (General) 36 hours

Core:18 Hours

POL 100 American Polital Systems	3
POL 205 Political Ideas Seminar	3
POL 203 Contemporary American Policy	3
POL 204 Modern Political Studies or 210 International Politics	3
Research Methods (SOC 374, or PSY 200, or SWK 309, or MAT 245, or LEG 401)	3
POL 499 Senior Research or POL 498 Honors Thesis	3
Electives in courses from at least two different sub fields in Political Science:	18

Political Science with a Concentration in International Relations 36

Core: same as above 18

POL 210 or POL 204, whichever not yet taken from core above	3
POL / HIS 330 United States and the World in the 20th Century	3
POL 320 International Political Economy	3
Electives: chosen from approved courses in POL and related fields	9

Political Science with a Concentration in Law and Justice 36
Core: same as above with LEG 401 for Research Methods 18

POL 300 Law and Society	3
POL 301 Constitution and Rights of Americans	3
ENG 358 Professional Writing	3
Electives: chosen from approved courses in POL and related fields	9

—For Political Science courses, see pages 164-166.

Minors in History and Politic Science

American Civilization 18 hours

HIS 334 Methods of Historical Research	3
Electives approved by the department head	15

History 18 hours

HIS 334 Methods of Historical Research	3
Electives approved by the department head	15

International Studies 18 hours

HIS 334 Methods of Historical Research	3
Electives approved by the department head	15

Public History 18 hours

HIS 334 Methods of Historical Research	3
Electives approved by the department head	15

Criminal Justice Studies 21 hours

SOC 230 Principles of Sociology	3
POL 100 American Political Systems	3
SOC 336 Criminology	3
POL 930 or SOC 930 Internship(Open to Juniors and Seniors)	3
Electives chosen from the following	9
SOC 337 Corrections (3)	
SOC 335 Race and Ethnic Relations (3)	
POL 300 Law and Society (3)	
POL 301 Const & Rights of Americans (3)	
POL 305 Intro to Public Administration (3)	
HIS 215 American History Since 1876 (3)	

Political Science 21 hours

POL 100 American Political Systems	3
POL 205 Political Ideas Seminar (Prerequisite: ENG 111)	3
Approved electives in politics courses at least two at 300 level	12

Teacher licensure is available in B-K, K-6, 6-9 social studies concentration and 9-12 social studies. See licensure requirements in the School of Education listing.

Human Environmental Sciences

Professor Tippett, Head; Professors Burpitt, Ellis, Goode; Associate Professors Clark, Fisher, Giampaoli, Landis and Winterhoff; Assistant Professors Cook, Crowley, Roubanis and Strangis; Adjuncts Applegate, Brehm, Conrad, Gurley, Hendrick, Ostrowski, Poorman, Sibert, Sloop and Vincent.

The department uses an interdisciplinary approach to study the relationship among individuals, families and communities and the environments in which they function. As an applied science program, the Department of Human Environmental Sciences focuses on assisting people to improve their quality of life, thereby improving the conditions of society.

Human Environmental Sciences strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers and enter graduate programs in the following areas of study: Child Development, Family and Consumer Sciences, Fashion Merchandising and Design, Foods and Nutrition, and Interior Design.

The **goals** are that students will

- apply principles and skills for managing human and material resources for the improvement of the quality of life for individuals, families, and society;
- synthesize knowledge gained from a broad-based liberal arts core at Meredith College and apply it to her major; and
- demonstrate effective communication skills, collaboration skills, research skills, creativity, critical thinking skills, leadership, and professional ethics.

The department offers majors leading to Bachelor of Science degrees in child development, family and consumer sciences, fashion merchandising and design, foods and nutrition, and interior design. Minors are also offered in each area.

Majors may earn licensure to teach family and consumer sciences in public and private schools, they may complete B-K or K-6 licensure combined with a child development degree, and they may also complete a second major or minor in another department.

The **Didactic Program** in Dietetics at Meredith College is accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association, Jackson Blvd., Chicago, IL, 60606-6995, 312-899-4876. Graduates of this program are eligible to apply for accredited Dietetic Internship Programs, the current pathway for completion of supervised practice requirements leading to registration in the field.

The **Meredith College Dietetic Internship** is a CADE accredited program. Students enrolled in the dietetic internship acquire competence for an entry-level position in clinical nutrition, community nutrition, or food service management. Successful completion of the internship program will enable students to take the Registration Examination to become Registered Dietitians.

The department also offers a **Master of Science degree** in Nutrition. Details of the Master of Science Degree in Nutrition Program are published in a separate graduate catalogue. Information is available from the Department of Human Environmental Sciences or the John E. Weems Graduate School. The program is designed for students with a baccalaureate degree in foods, nutrition, allied health or related fields who are seeking advanced study in applied human nutrition. The program requires 35–36 credit hours, with a thesis or non-thesis option.

The **Interior Design program** is fully accredited by the Foundation for Interior Design Education and Research (FIDER). Majors are encouraged to join the student chapter of the American Society of Interior Designers (ASID).

Students earning majors in interior design, child development, clothing and fashion merchandising, and foods and nutrition may earn a second major in family and consumer sciences by completing 24 hours of course work that does not overlap the first major. Students are advised to begin their majors during their freshman year in order to complete the sequence of courses within four years.

The **mission** of the **Child Development program** at Meredith College is to offer an interdisciplinary program of study that prepares students both for careers in early childhood settings and agencies serving young children and their families, as well as the pursuit of graduate and professional studies. The philosophy underlying this program is that children develop within an ecological framework that includes complex interrelationships among the child, the family, the culture, and society. This program strives to develop in students the knowledge and skills to promote the application of a developmental perspective to their work with children and families, to establish partnerships between families and child development professionals that reflect family-centered practices, and to provide educational and community programming that is inclusive of all children.

Goals

Upon completion of the program the students will

- Demonstrate mastery of professional standards and guidelines as set forth by the National Association for the Education of Young Children, the Division of Early Childhood in the Council for Exceptional Children, and the North Carolina Department of Public Instruction;
- Design, adapt, and evaluate integrated curriculum, inclusive environments, teaching practices, and children's learning utilizing developmentally appropriate techniques;
- Articulate and demonstrate mastery of family-centered practices and strategies for working with the families of young children;
- Evaluate, interpret, and translate professional literature and theory into best practices for children and their families;
- Advocate for children and their families based on best practices and policy; and
- Participate in professional organizations serving children and families.

The **Child Development major** focuses on the physical, social, emotional, and intellectual development of children, birth through age eight. Students may choose to become eligible to teach in public school programs by completing B-K or K-6 licensure requirements through Meredith's teacher preparation program.

The **mission** of the **Fashion Merchandising and Design program** mirrors that of the college in that this program educates women to excel in the fashion industry. The program is interdisciplinary, incorporating aspects of art, psychology, sociology, business, history, philosophy, and science. It is grounded in the liberal arts which values freedom and openness in the pursuit of truth and knowledge. The goal of the Fashion Merchandising and Design program is to provide both a structured and experiential learning process to help students discover the concepts and challenges of today's fashion business and equip them with the necessary skills to become successful in this field.

Goals

Upon completion of the program, students will be able to

- Identify different aspects of the fashion industry;
- Synthesize knowledge gained from other disciplines and apply that to the field of fashion merchandising and/or design;
- Demonstrate necessary skills in retail buying and management for the merchandising concentration or skills in apparel design and pattern making for the design concentration;
- Solve problems creatively by using experiential learning both in the classroom and within the industry, as well as through travel and internships;
- Utilize current technology available within the fashion industry; and
- Demonstrate effective communication, research, and critical thinking skills.

The **Fashion Merchandising and Design major** provides instruction in all areas of the fashion industry, from design to retailing. The **Merchandising Concentration** prepares students for professional careers in fashion retailing, including store management, buying, visual merchandising, and consumer services.

The **Design Concentration** equips students with the knowledge and skills necessary to obtain jobs in the area of fashion design. Job opportunities include apparel designer, design engineer, design digitizer, and marketing coordinator for apparel manufacturers.

The **mission** of the **Family and Consumer Sciences program** is to develop the knowledge, skills, and practice of professionals whose work will be to be able to help individuals and families manage the challenges of living and working in a diverse, global society across the life span. This program focuses on empowering individuals, strengthening families, and enabling communities through teaching, research, and service. The program prepares students to assume professional responsibilities in a variety of career fields such as education, business, industry, social agencies, and government, or to enter a graduate program for further study.

Goals

Upon completion of the program, students will

- Integrate knowledge from the disciplines of Human Environmental Sciences to promote the well-being of families, individuals, and communities;
- Promote the personal, social, and economic health of people;
- Utilize theories and research to balance personal, home, family, and work lives;
- Address problems in diverse family, community, and work environments;
- Apply appropriate technology to maximize human potential;
- Develop high standards of professional practice; and
- Pursue further study through continuing education programs, leadership in the profession, community service, or graduate work.

The **Family and Consumer Sciences major** is designed for students who are entering careers that call for a broad knowledge of all family and consumer sciences areas, such as teaching in public schools and the Cooperative Extension Service, secondary and adult education. When she combines the family and consumer sciences major requirements with those for secondary licensure, the student is qualified to teach 7-12 family and consumer sciences (formerly home economics) in North Carolina. Students who choose teacher licensure should see the department for specific requirements. When she combines the major with a major or minor in business, the student is prepared for a career in consumer services, utility companies, product and equipment promotion, and government agencies.

The **Foods and Nutrition undergraduate program** prepares students for careers in nutrition, foods, and dietetics, and to pursue accredited dietetic internship programs leading to credentialing in the field. Grounded in the basic sciences, students are provided a strong foundation to pursue graduate and professional studies, and a curriculum that promotes student leadership and encourages service to the profession and community. The program strives to develop in students the knowledge and skills to promote optimal nutrition and well-being through the application of nutrition science to individuals and groups across the life span in a diverse and changing environment. The program fosters in students a global and holistic understanding of the interrelationships among human nutrition, wellness, food and its systems.

Goals

Upon completion of the program, students will be able to

- Demonstrate mastery of Didactic Program in Dietetics competencies as articulated by the American Dietetic Association;
- Communicate effectively using appropriate techniques and technology;
- Advocate for optimal nutrition and well-being;
- Demonstrate critical thinking skills;
- Evaluate and interpret professional and lay literature in the field;
- Participate in the process of research; and
- Demonstrate leadership with integrity and social responsibility.

The Foods and Nutrition major is designed for students with interests in normal and therapeutic human nutrition, nutrition research, foods, food science, and food service management. Graduates may work in a variety of professional settings, including hospitals and other healthcare settings, sports nutrition and wellness programs, community and public health departments, food and nutrition-related businesses and industries, and research. Majors are encouraged to gain experience in the field of nutrition and dietetics through on and off-campus volunteer and work experiences and with the Meredith College Student Dietetic Association.

The **mission** of the **Interior Design** program is to provide an interior design curriculum that equips students with the tools that will enable them to apply creativity, critical thinking, and problem solving in ways that can benefit clients, their colleagues, and their communities and provide its graduates with the skills, training, and experience that can lead to academic, professional, and personal success.

Goals

Upon completion of the program, students will be able to

- Analyze clients' needs, goals, and life safety requirements by following a systematic design process;
- Formulate design concepts and present design recommendations with appropriate media;
- Prepare working drawings and specifications, taking into consideration compliance with universal accessibility guidelines and all applicable codes;
- Prepare business documents and review and evaluate design solutions;
- Synthesize knowledge gained from a broad-based liberal arts college core and apply it to the Interior Design major; and
- Demonstrate effective communication, collaboration, research, creative, and critical thinking skills, along with leadership and professional ethics.

The interior design major provides opportunities for students interested in residential, commercial, and institutional design. Students are admitted to the interior design degree program after advisement and recommendation of the interior design faculty. Students build skills in space planning, programming, computer aided design, and presentation methods, with emphasis on professional practice. Majors are encouraged to participate in design internships and the Student Chapter of the American Society of Interior Designers. During the senior year students have the opportunity to work very closely with an assigned mentor in professional development, portfolio development and job search skills. Meredith's interior design program also offers opportunities for study abroad in Denmark between the junior or senior year. A professional advisory board reviews the curriculum, recommends innovations, and identifies career possibilities. The program is accredited by FIDER, the Foundation for Interior Design Education and Research. Graduates may pursue careers in such settings as design firms, retail furnishings and materials stores, corporate, government, and institutional facilities departments, office furnishing dealerships, hotel and restaurant chains and health care facilities.

Majors in Human Environmental Sciences

Child Development 47-48 hours

BK 337 Observation of Young Children	3
CD 234 The Preschool Child	3
CD334 Infant Development	3
CD 335 Marriage/Family Relationships	3
CD 340 Young Children's Learning Env	3
CD 345 Preschool Curriculum	4
CD 438 Support & Strength Families	3
CD 450 Adv. Practicum & Seminar (Waived for B–K and K–6 students)	4
FCS 490 Professional Symposium	1
HED 200 Responding to Emergencies	2
PSY 210 Life Span Developmental Psych or PSY 310 Psych of Children and Adolescents	3
PSY 312 Psych of Exceptional Individual	3
SWK 235 Child Welfare	3
Electives chosen from the following	9-10
BK 341 Variations in Early Development (3)	

BK 445 Advanced Curriculum Development (3)
CD 434 Infant Curriculum (3-4)
CD 436 Admin. of Prog. Young children (3)
CD 440 Rdgs Presch Educ & Early Inter (3)
FCS 355 Family Resource Management (3)
FN 227 Nutrition (3)
EDU 232 Foundations of Education (3) OR
EDU 234 Educational Psychology (3)

Fashion Merchandising and Design

Students must take the core curriculum plus additional requirements for one of two concentrations.

The Core Curriculum 33 hours

FMD 114 Apparel Merchandising	3
FMD 115 Prin. Of Clothing Construction	3
FMD 212 Visual Merchandising	3
FMD 213 Clothing and Society	3
FMD 315 History of Costume	3
FMD 318 Apparel Design Development	2
FMD 418 Textiles	3
BUS 260 Principles of Marketing	3
BUS 467 Advertising & Sales Promotion	3
ECO 101 Microeconomic Principles	3
FCS 490 Professional Symposium	1

Merchandising Concentration 48 hours

A minor in business management or marketing is strongly recommended.

The Core Curriculum	33
FMD 244 Retail Merchandising	4
FMD 442 Retail Buying	3
FMD 443 Special Problems in Retailing	2
BUS 240 Principles of Management	3
BUS 361 Consumer Behavior	3

Design Concentration 54 hours

The Core Curriculum	33
FMD 226 Tailoring	3
FMD 425 Draping	3
FMD 427 Apparel Design	3
FMD 428 CAD Apparel Design	3
ART 101 Drawing I	3
ART 105 Two-Dimensional Design	3
ART 206 Color Theory	3

Seniors may opt to take FMD 495 Senior Project instead of FMD 244 Retail Merchandising.

Family and Consumer Sciences 36 hours

FCS 490 Professional Symposium	1
FCS 355 Family Resource Management	3
FN 227 Nutrition	3
CD 335 Marriage/Family Relationships	3
ECO 274 Consumer Economics	3
One course in fashion merchandising and design	3
One course in interior design	3
Electives chosen from CD, FMD, FN, ID, FCS	17

Foods and Nutrition 78 hours

FN 124 Principles of Foods	3
FN 227 Introductory Nutrition	3
FN 250 Perspectives in Nutrition	2
FN 260 Nutrition in Diverse Populations	3
FN 310 Food Service Management Systems I	3
FN 311 Food Svc Mgmt Sys I Lab for FN or FN312 Food Svc Mgmt Sys I Lab for FCS	1
FN 320 Food Svc Mgmt Sys II	4
FN 330 Experimental Food Science	3
FN 340 Nutritional Biochemistry and Metabolism	4
FN 440 Med Nutr Assess, Thpy & Couns I	4
FN 450 Med Nutr Assess, Thpy & Couns II	4
FN 480 Colloquium in Nutrition	1
FCS 490 Professional Symposium	1
FCS 764 Methods of Teaching FCS	3
CHE 111/141 General Chemistry I and Lab	4
CHE 112/142 General Chemistry II and Lab	4
CHE 221/241 Organic Chemistry 1 and Lab	4
BIO 101/141 General Biology I and Lab	4
BIO 251 Cell Biology	3
BIO 322/342 Human Anatomy and Physiology and Lab or BIO 323/343 Vertebrate Physiology and Lab	4
BIO 334/344 Microbiology and Lab	4
ACC 230 Principles of Accounting I	3
MAT 245 Statistics I or PSY 200 Statistical Methods in Psychology	3
PSY 100 Introduction to Psychology	3
Electives chosen from the following	3

  BIO/CHE 200 + (3-4)
  PHY 100+ (3-4)
  FN 299 or 499 Research (3)
  FN 498 Honors Thesis (3)
  PSY 324 Conditioning & Behavior Modification (3)
  BUS 260 Principles of Marketing (3)
  ESS 482 Kinesiology (3)
  ESS 485/487 Exercise Physiology and Lab (4)
  REL 344 Biomedical Ethics (3)

Interior Design 64 hours

ID 142 History of Architectural Interiors & Furnishings	3
ID 144 Interior Design I	3
ID 243 ID Drafting & Presentation	3
ID 244 Interior Design II	3
ID 245 Housing Issues	3
ID 246 Interior Design Materials	3
ID 248 Technology Applications For ID	3
ID 342 Special Problems in CADD	3
ID 343 Construction Technology	3
ID 344 Interior Design III	3
ID 348 Interior Lighting Design	3
ID 443 Professional Practices in ID	3
ID 444 Interior Design IV	3
ID 447 Contract Interior Design	3
FMD 418 Textiles	3
FCS 490 Professional Symposium	1
ART 101 Drawing I	3
ART 105 Two-Dimensional Design	3

ART 206 Color Theory	3
ART 207Three-Dimensional Design	3
ART 221 Survey W. Art-Ancient, Early Ren OR	
ART 222 Survey W. Art-High Ren-Modern	3
Elective chosen from the following	3
BUS 260 Principles of Marketing (3)	
BUS 240 Principles of Management (3)	

Interior design students are advised to arrange their courses in the following sequence:

Freshmen: ID 142, 144; ART 101, 105
Sophomores: ID 243, 244, 248; ART 206, 207
Juniors: ID 245, 246, 342, 343, 344, 348; ART 221 or 222
Seniors: ID 443, 444, 447 and 448; FMD 418; FCS 490

Minors in Human Environmental Sciences

Child Development 28 hours

CD 234 The Preschool Child	3
CD 334 Infant Development	3
CD 335 Marriage/Family Relationships	3
CD 345 Preschool Curriculum	4
CD 340 Young Children's Learning Env	3
CD 438 Support & Strength Families	3

(prerequisites BK 337, Psy 210 or 310 (prerequisite Psy 100 or Edu 234))

Fashion Design 20 hours

FMD 114 Apparel Merchandising	3
FMD 115 Principles Of Clothing Construction	3
FMD 315 History of Costume	3
FMD 318 Apparel Design Development	2
FMD 418 Textiles	3
FMD 425 Draping	3
FMD 427 Apparel Design	3

Family and Consumer Sciences 21 hours

FN 227 Nutrition	3
CD 335 Marriage/Family Relationships	3
FCS 355 Family Resource Management	3
FCS 274 Consumer Economics	3
One interior design elective	3
One fashion merchandising and design elective	3
One elective from CD, FMD, FN, ID or FCS	3

Interior Design 21 hours

ID 142 History of Architectural Interiors & Furnishings	3
ID 144 Interior Design I	3
(Pre or Corequisite Art 101 or Art 105)	
ID 245 Housing Issues	3
ID 246 Interior Design Materials	3
ID 248 Technology Applications For ID	3
FMD 418 Textiles	3

Merchandising 21 hours

FMD 114 Apparel Merchandising	3
FMD 212 Visual Merchandising	3
FMD 213 Clothing and Society	3
FMD 244 Retail Merchandising	4
FMD 418 Textiles	3
FMD 443 Special Problems in Retailing	2
Approved elective	3

Foods and Nutrition 18–20 hours (assuming prerequisites have been met)

Core Courses 8 hours

FN 227 Introductory Nutrition	3
FN 250 Perspectives in Nutrition	2
[Pre-req: FN 227 (3)]	
FN 260 Nutrition in Diverse Populations	3
[Pre-req: FN 227 (3)]	

Students may select 10-12 additional hours from the following course offerings:

FN 124 Principles of Foods	3
FN 310 Food Service Management Systems I	3
[Pre-req: FN 124 (3);Co-req: FN 312 (1) = (4)]	
FN 312 Food Service Management Lab-FCS Majors	1
[Pre-req: FN 124 (3); Co-req: FN 310 (3) = (6)]	
FN 320 Food Service Management Systems II	4
[Pre-reqs: FN 124 (3), FN 310 (3), ACC 230 (3), and FN 312 (1) = (10)]	
FN 330 Experimental Food Sciences	3
[Pre-reqs: FN 124 (3), FN 227 (3), BIO 101/141 (4) = (10)]	
FN 340 Nutritional Biochemistry & Metabolism	4
[Pre-reqs: FN 227 (3), CHE 111/141 (4), CHE 112/142 (4), CHE 221/ 241 (4), BIO 101/141 (4), BIO 251 (3) = (23)]	
FN 440 Medical Nutritional Assessment, Therapy and Counseling (MNATC)	1
[Pre-reqs: FN 227 (3), FN 340 (3), BIO 101/141 (4), BIO 102/142 (4), CHE 111/141 (4), CHE 112/142 (4); CHE 221/ 241 (4); Co-reqs: BIO 322/342 (4) or BIO 323/343 (4), (26-34)]	
FN 450 MNATC II	4
[Pre-reqs: FN 227 (3), FN 340 (3), FN 440 (4), BIO 101/141 (4) BIO 102/142 (4), CHE 111/141 (4), CHE 112/142 (4); CHE 221/ 241 (4); Co-reqs: BIO 322/342 (4) or BIO 323/343 (4) (30-38)]	

Teacher licensure is available in B–K, K–6, and Family and Consumer Sciences. See licensure requirements in the School of Education listing

—For Family and Consumer Sciences courses, see pages 139-140.

—For Fashion Merchandising and Design courses, see pages 140-141.

—For Foods and Nutrition courses, see pages 141-142.

—For Interior Design courses, see pages 148-149.

Interdisciplinary Studies

A department or school may intermittently offer opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

—For Interdisciplinary Study courses, see page 149.

Mathematics and Computer Science

Professor Davis, Head; Professors Clay, Dietz, V. Knight and Reichard; Associate Professor Schuette; Assistant Professors Cole, Hontz, Hendrix, Koster, Director of Computer Studies, and Rosso; Instructor Watkins, Computer Applications Specialist; Research Associate Joyner; Adjuncts Bingham, Birch, Clinton, Craig, Dempster, Dick, Gordon, Guglielmi, Jackson, Jones, Kirk, O'Hara, Schiermeier, Woodward and Zack.

Goals and Objectives

The purpose of the department of Mathematics and Computer Science is to assist students in

- acquiring specific skills in mathematics, computer science; and computer information systems;
- developing the ability to think logically and creatively in problem-solving situations;
- appreciating the applications of mathematics and computer studies;
- gaining self-confidence in their abilities in mathematics and computer studies; and
- choosing and preparing for careers.

For majors and minors the department provides mathematical and computer preparation for

- careers related to mathematics and computing;
- careers in business and the professions;
- careers in secondary, middle grades, and elementary teaching;
- graduate school; and
- general living and a lifetime of learning.

Objectives of our computer-related programs and courses are for the student to obtain

- a general knowledge of computer hardware and software;
- the ability to learn new programming languages and software packages;
- an appreciation of the power and limitations of computing; and
- an understanding of the ethical and societal implications of the computer.

In addition, the majors in Computer Science and Computer Information Systems give the student facility with computer theory, abstraction and design. Because of the velocity at which change in technology is occurring, students will learn to manage change and will acquire the ability to learn new technology, new "languages," and new techniques.

To attain these goals the department offers programs for a B.S. in Mathematics, a B.A. in Mathematics, a B.S. in Computer Science, and a B.S. in Computer Information Systems. Minors in mathematics, computer studies, statistics, and mathematics/computer applications are also offered, along with a variety of support courses for other disciplines.

In addition, the department offers the mathematics and methods courses for middle grades and secondary teacher licensure in North Carolina.

Academic credit for supervised professional employment related to mathematics and/or computer science is available through cooperative education, internships, and special studies.

The Vivian Kraines Freshman-Sophomore Mathematics Competition is held each January, and awards are given to the winners. Each spring the Vallie Tillotson Nelson Award is given to the outstanding freshman in mathematics courses. The Canaday Scholarship is given annually to a rising senior majoring in the department, and the Preston Scholarship is given to a student who has excelled in statistics.

Extracurricular activities include participation in national and regional mathematics and computer science competitions. The Canaday Mathematics and Computer Science Club sponsors guest speakers, programs on co-ops and careers, and various other activities. The North Carolina Mu Chapter of Pi Mu Epsilon, a national honor society in mathematics, also organizes events.

Competency tests are available from the department for spreadsheets.

Engineering Dual Degree

An Engineering Dual Degree Program is available to Meredith College students. In this 5-year program, a student can receive a Bachelor of Arts degree from Meredith College in Mathematics and either a B.S. in Civil Engineering, a B.S. in Computer Engineering, a B.S. in Electrical Engineering, or a B.S. in Industrial Engineering from NCSU. For details of the program see p. 51. Other engineering dual degree combinations can be found on p. 69 (Chemistry). Interested students should contact Dr. Charles Lewis, the Engineering Program Coordinator at Meredith before she registers for her first semester at Meredith College.

Mathematics Placement

Students with SAT or ACT scores indicating an inadequate level of preparation for Meredith mathematics courses will be advised to enroll in a non-credit basic skills course before taking a college level mathematics course.

A student not already with credit and advanced placement from high AP scores may request placement in MAT 212 with credit granted for MAT 211 upon completion of MAT 212, with a grade of C or higher. If a student requests placement in MAT 313, credit is given for MAT 212, and MAT 211 upon completion of MAT 313 with a grade of C or higher.

Computer Information Systems

Courses with a CIS prefix do not apply toward the general education requirements in mathematics. However, these courses are complementary to many programs.

One-credit-hour computer information systems (CIS) courses at the 100-level are known as "computer modules" and are usually offered in a format of two class meetings per week for a four and one-half week period.

Majors in Mathematics, Computer Information Systems and Computer Science

Mathematics

Core Curriculum 17 hours

Prerequisite: MAT 144 or MAT 141 and MAT 143 or placement

MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 250 Mathematical Reasoning	3
MAT 313 Calculus III	3

Bachelor of Arts in Mathematics 32 hours

Core Curriculum	17
Minimum of one course chosen from the following	3
MAT 321 Modern Abstract Algebra (3)	
MAT 410 Advanced Calculus (3)	
MAT 415 Topics in Analysis (3)	
MAT 425 Topics in Algebra (3)	
MAT 434 Topics in Geometry and Topology (3)	
MAT 490 Senior Seminar	3
Electives: Mathematics courses at 200 level or above	9

Prerequisite hours: 3

Bachelor of Science in Mathematics 53-61 hours

Core Curriculum	17
MAT 410 Advanced Calculus	3
Minimum of two courses chosen from the following	6
MAT 321 Modern Abstract Algebra (3)	
MAT 415 Topics in Analysis (3)	
MAT 425 Topics in Algebra (3)	
MAT 434 Topics in Geometry and Topology (3)	
MAT 490 Senior Seminar	3
Elective courses in mathematics at the 200 level or above	9
CSC 101 Beginning Programming	3
One of the following sequences:	8
CHE 111-112 General Chemistry I and II (8) or	
PHY 211-212 General Physics I and II (8)	
One related area chosen from biology; accounting; business and economics; chemistry and physics (this may include required CHE or PHY courses above); or computer science (this may include required CSC above)	4-12

Prerequisite hours: 3

Bachelor of Science in Computer Information Systems 57–61 hours

CSC 101 Beginning Programming	3
CSC 203 Foundations of Computer Science	3
CSC 212 Object Oriented Programming	3
CSC/MAT 262 Discrete Mathematics	3
CSC 301 Data Structures and Algorithms	3
CSC 420 Computer Science Seminar	1
CIS/BUS 120 Spreadsheets or Competency	0-1
CIS 140, Databases	1
CIS/CSC 312 Information Systems Management	3
CIS/CSC 315 Database Theory and Design	3
CIS 370 Ethics and Information Technology	1
CIS/CSC 407 Software Engineering	3
CIS 412 Systems Analysis and Design	3
CIS or CSC courses at 200 level or above	3
MAT 141, MAT 144, or competency	0-3
MAT 245 Statistics	3
ACC 230 Accounting I	3
ACC 231 Accounting II	3
BUS 240 Management	3
BUS 260 Marketing	3
BUS 370 Corporation Finance	3
ECO 101 Microeconomics	3
Cooperative Education or Internship chosen from the following	3
COE 302 Cooperative Education (1-4)	
COE 403 Cooperative Education (1-4)	
CIS 930 Internship (1-4)	

Bachelor of Science in Computer Science 60-63 hours

CIS 140, Databases	1
CSC 101 Beginning Programming	3
CSC 203 Foundations of Computer Science	3
CSC 212 Object Oriented Programming	3
CSC/ MAT 262 Discrete Mathematics	3
CSC 301 Data Structures and Algorithms	3
CSC 311 Computer Organization	3
CSC/CIS 315 Database Theory and Design	3
CSC/MAT 360 Numerical Analysis	3
CSC/CIS 407 Software Engineering	3
CSC 420 Computer Science Seminar	1
CSC 430 Operating Systems	3
Computer Science course at 300 level or above	3
MAT 144, or MAT 141 and MAT 143 or competency	0–3
MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 245 Statistics I	3
PHY 211/241 General Physics I and Lab	4
PHY 212/242 General Physics II and Lab	4
Cooperative Education or Internship chosen from the following	3
COE 302 Cooperative Education (1-4)	
COE 403 Cooperative Education (1-4)	
CSC 930 Internship (1-4)	

Minors in Mathematics and Computer Science

Computer Studies 18 hours

CSC 101 Beginning Programming	3
CSC 203 Foundations of Computer Science	3
CSC 212 Object Oriented Programming	3
CSC or CIS Electives	9

6 hours at 300-level or above
Max of 3 hours at 100-level
(Not open to CIS or CSC majors)

Mathematics 20–25 hours

Prerequisite: MAT 144, or MAT 141 and MAT 143 or competency

MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 313 Calculus III	3
Math electives numbered 200 or above	6

(Not open to MAT majors)

Mathematics and Computer Applications 20–25 hours

Prerequisite: MAT 144, or MAT 141 and MAT 143 or competency

MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 245 Statistics I	3
Electives in CIS, CSC, MAT as follows approved by the department head	9
Computer Language	3
Computer Elective (200 or above)	3
Applied Math or Computer Elective (Not open to CIS, CSC, or MAT majors)	3

Statistics 20–25 hours

Prerequisite: MAT 144, or MAT 141 and MAT 143 or competency

MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 245 Statistics I	3
MAT 340 Mathematical Prob. & Statistics	3
MAT 345 Statistics II	3
Elective in statistics approved by the department head	3

(Note: Only the first three courses can count toward both the minor in statistics and a major in mathematics.)

Teacher licensure is available in B-K, K-6, 6-9 mathematics concentration and 9-12 mathematics. See licensure requirements in the School of Education listing.

—For Mathematics courses, see pages 151-153.

—For Computer Information Systems courses, see pages 124-125.

—For Computer Science courses, see pages 128-129.

Medieval and Renaissance Studies

Professor Pitts, Coordinator

Meredith's strong liberal arts tradition makes the College a natural setting for examination of the period that created the university and saw the beginnings of humanistic studies. The interdisciplinary minor in Medieval and Renaissance (MedRen) Studies offers a rigorous, individualized, and cohesive but varied academic program with potentially broad appeal for today's undergraduate students. The program combines traditional coursework in several academic fields with opportunities for directed research, study abroad, and special on-campus events. Faculty for the minor is a corps of eight teachers from six academic departments.

In addition to the 18 hours of course work, students taking the minor are required to demonstrate 'intermediate-mid' competency in a modern foreign language and/or Latin. Because the MedRen Studies minor dovetails neatly with majors and minors in history, religion, English, and art history, it offers a viable, attractive option to the student who otherwise might not complete a first or second minor.

Minor in Medieval and Renaissance Studies 18 hours

MRE 201 Pilgrims, Poets, and Prophets	3
HIS/REL 385 Europe in the Middle Ages	3
HIS/REL 387 Age of Renaissance & Reformation	3
MRE 498 Honors Thesis or MRE 499 Junior/Senior Research	3
Electives chosen from the following	6

ART 221 Survey of Western Art Ancient-Medieval (3)
ART 222 Survey of Western Art Renaissance-Modern (3)
ART 323 Topics in Art History (Medieval or Renaissance) (3)
BIO 203 Death, Disease and Sex in the Medieval Period (3)
ENG 351 Old English (3)
  (Prerequisite: ENG 111, ENG 200)
ENG 352 Chaucer (3)
  (Prerequisite: ENG 111, ENG 200)
ENG 355 Shakespeare (3)
  (Prerequisite: ENG 111, ENG 200)
ENG 356 Shakespeare (3)
  (Prerequisite: ENG 111, ENG 200)
ENG 357 Seminar in 17th C. Poetry (3)
  (Prerequisites: ENG 111, ENG 200 and ENG 270)
HIS 304 Greek and Roman History (3)
MUS 310 Medieval & Renaissance Music (2)
  (Prerequisites: MUS 101 and MUS 215)
MRE 299 Freshman/Sophomore Research (3)
MRE 499 Junior/Senior Research (3)

Music

Professor D. Lynch, Head; Professors Fogle, F. Page, Vaglio, and Williams; Associate Professors Fredenburgh and Lyman; Assistant Professors Dillard de Jong and Roller; Adjuncts Allred, Atchley, Cherry, Chung, Dyke, Eagle, Evans, M. Garriss, P. Garriss, Gilmore, Halverson, Hudson, Jolly, Jong, Lester, Lohr, Pittman, Partridge, Poniros, Riva-Palacio, A. Stephenson, E. Stephenson, Thomas and Zalman; Accompanist Dupre.

The **mission** of the department is to instill a love for and an understanding of the performing arts in all its constituencies: majors, general college students, and the larger community.

The study of music at Meredith has a threefold emphasis: **(1)** the importance of music as a basic component of a liberal arts education, available to all students; **(2)** professional training of the highest caliber for students who plan to pursue careers in music; **(3)** involvement in the artistic life of the community.

The student who chooses to major or concentrate in music will be prepared to teach, to perform, to direct, or to serve within her field of study; or she may become a leader in a different field, applying the disciplines she has acquired to master its challenges.

The **objectives** of the programs and courses offered by the Department of Music are to encourage the student to

- develop creativity;
- develop critical thinking skills;
- reinforce certain other essential facets of general education, such as mathematical and scientific concepts; moral, ethical, and religious values; skill in both oral and written expression; positive and healthy use of the body;
- pursue careers in the performing arts, arts education, business and professional settings, and churches;
- develop aesthetic understanding through evaluation of important works of music;
- gain knowledge of basic artistic and philosophical movements in history;

- gain knowledge and skills necessary to understand contributions of diverse cultures to music;
- understand the theoretical base;
- promote involvement in the artistic life of the community,
- understand and apply technology related to the discipline,
- understand the fundamental importance of arts education;
- accumulate the knowledge and experiences necessary to develop reflective thinking; and
- perform in public.

The department offers the Bachelor of Arts with a major in music, the Bachelor of Arts in musical theatre (in collaboration with the Department of Dance and Theatre), the Bachelor of Music with a major in performance (concentration in an instrument, voice, composition, or piano pedagogy), the Bachelor of Music with a major in music education (concentration in choral/general or in instrumental music), including preparation for North Carolina teaching licensure, grades K-12, and a Certificate in Church Music, which may be earned in conjunction with any of the undergraduate majors in music.

Additional concentrations may be developed upon request of students with special areas of interest, either within the department or on an interdisciplinary basis.

The **Bachelor of Arts in music** is intended for the student who is interested in music as part of a total liberal arts program or for the student who may plan graduate study in musicology, music history, or composition. Some B.A. music students also earn elementary and middle grades teaching licensure; some include a second major (such as religion, psychology, business, or mathematics) to prepare for careers which combine a variety of disciplines.

The four-year **Bachelor of Music degree** with a major in performance or music education seeks to produce competent, practical musicians who are well versed in the liberal arts. The major in performance prepares the student for a career in performance, private teaching, church music, and (after graduate work) college teaching. The major in music education leads to K-12 public school teaching licensure in music, and it also prepares a student for private school teaching, studio teaching, and church music. The study of music in any program, including the B.A. in music, may also prepare the student for specialized study leading to work in the music industry.

While most Bachelor of Music candidates plan a music career, the disciplines required in music provide excellent preparation for other careers. Music graduates often are recruited in such diverse fields as computer programming, personnel management, counseling, real estate, and other professions not directly related to music. Students interested in music therapy are encouraged to choose one of the music major programs available, including courses in psychology, instruments, and music education, in preparation for graduate study and certification in that field.

The **Master of Music in Performance and Pedagogy** emphasizes performance, teaching methods, literature, and research, to produce studio and college teachers who are well grounded in their area of performance. Requirements for this degree are outlined in the Meredith Graduate School Catalogue, which may be obtained from the School of Music or from the John E. Weems Graduate School.

Accreditation

Meredith College is an accredited institutional member of the National Association of Schools of Music.

Audition and Interview: Potential Music Majors

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music come to the campus for an interview with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and potential. An acceptable audition is prerequisite for admission into a major program and for scholarship consideration and sometimes, though not always, for admission to the college itself. If entry level work is not exhibited at the entrance audition, a student may be placed in remedial courses and/or applied study until the appropriate level of skill has been attained. Admission into the college does not guarantee admission into the music program; likewise, a successful audition does not always guarantee admission to the college. In cases where distance prohibits a personal visit, a videotape and/or audiotape may be sent in lieu of a personal audition.

Non-Credit Program

The School of Music provides instruction in applied music to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in this program. Registration is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

Facilities

Buildings

Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, choral and orchestral concerts, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ, choral and orchestral performances). Teaching and practice space includes two large classrooms, a music education laboratory, two seminar rooms, a rehearsal hall, a scene shop, an electronic/computer studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

Equipment

A large inventory of equipment is available for effective teaching and learning. Musical instruments include about 20 grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), four studio and practice organs (two Holtkamps, a Casavant, and a Ryan tracker), a Roland electronic keyboard/synthesizer laboratory, and a collection of orchestral instruments. A complete technology laboratory includes ten stations with computers (connected to the Internet), Roland keyboards, sequencers, other peripherals, and music software (especially the Finale notation program). The department is also well equipped with audio and video recording and playback equipment. The theatre, most recently renovated in 1998-1999, possesses excellent lighting, sound, and stage machine systems, making it one of the best equipped theatrical facilities in the area.

Library

The Music Library, located in the Harriet Mardre Wainwright Music Building, contains a comprehensive collection of instrumental, vocal, choral and orchestral scores. Also housed in the Music Library are CD and LP recordings and a Listening Center. The Music Library maintains a Music Education Curriculum Center with current textbooks and resource materials.

Performances

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among the series available to Meredith students are Stewart Theatre, the Chamber Music Guild, North Carolina Symphony, Raleigh Little Theatre, North Carolina Theatre, and Opera Carolina.

Members of the Meredith faculty are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

It is essential that students experience as large and varied a selection of performances as possible. All undergraduate music majors are expected to attend at least 10 programs per semester, selected in consultation with their instructors, from the large number of performances available on campus and in the Raleigh area. In addition, music majors are required to attend all Thursday student recitals. For musicians, regular attendance at public performances is as essential to the learning experience as lessons, literature, history, ensembles, practice, and other classes.

Specific Requirements for Music Majors

Performance

Performance is at the core of the music curriculum. Every musician performs regularly—whether on stage, in church, in the classroom, or in the studio—in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Performance majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy students) and a full graduation recital. Master of Music candidates normally will perform at least once each semester in a student recital, and will give a lecture-recital and a graduate recital.

Performances in recitals and jury examinations each semester in al applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

Ensembles

The privilege of making music with others develops musicianship provides the opportunity to work under the leadership of gifted leaders, and enhances the sense of community found in Meredith programs. All undergraduate music majors are required to participate in ensembles eight semesters (with or without academic credit), except during the student teaching semester for music education majors. All music majors must participate in at least two semesters of a choral ensemble. In addition, singers continue to enroll in choral ensembles every semester; instrumentalists play in large instrumental ensembles every semester; and keyboard majors accompany for at least six semesters. In all ensembles, attendance at two to five hours of rehearsal each week and at all performances is required. All music majors are strongly encouraged to participate in additional ensembles to augment their performance experience at Meredith.

Transfer students and 23^+ students majoring in music who have had previous ensemble experience may transfer ensemble credits from other accredited colleges and universities. In addition, certain high quality non-collegiate ensemble experiences may be accepted as meeting the ensemble requirement on a limited basis. Decisions will be made on a case-by-case basis by the Director of Choral Activities or the Director of Instrumental Activities in consultation with the department head. Each transfer student or 23^+ student must complete a minimum of 4 semesters of participation in Meredith ensembles.

Sophomore/Transfer Conference

The sophomore/transfer conference is designed as an advising too at the time the music student has had basic foundation courses and before she formally declares her major. Normally scheduled early in the fourth semester of full-time study, the conference between the student and a faculty committee will assess past, present, and future work and advise the student regarding her specific choice of major. Full details regarding this conference are available in the music office, the Handbook for Music Students, and from faculty advisers in music.

Portfolio

Music majors are expected to keep a portfolio which will document their college careers and keep a tangible record of skills and abilities that they develop. The portfolio includes items such as recital programs, jury comment sheets, final projects, disks of computer programs and compositions, curricular checklists, and video and audio recordings of performances. Students review portfolios with their advisers in advising conferences, the sophomore/transfer conference, and exit interviews.

Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations. Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sightreading.

All students in the Bachelor of Music degree program must attain and complete at least one semester of Piano 144. Music education majors must fulfill this requirement before student teaching.

Specific requirements for both keyboard proficiency and placement into Piano 144 are available in the departmental office and in the Handbook for Music Students.

Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

Each student giving a recital (sophomore, junior, lecture-recital, graduation, or graduate) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. An additional fee is charged.

Applied Music

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

In addition to the repertoire requirements listed in each applied area, students will learn skills in improvisation and sight-reading each semester of applied study.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

Semester Hours Credit	Weekly/ Lessons Half-Weekly	Practice Hours
1	1	5
2	2	10
3	2	15
4	2-3	20

Because of the individualized nature of private and group lessons, applied music fees are assessed for all applied music courses. Singers and instrumentalists who utilize professional accompanists are also responsible for accompanists' fees.

Piano

Associate Professor Lyman, Coordinator; Professor Fogle; Adjuncts Clyburn, Evans, Jolly, Jong, Lohr, Mitchell, Pittman, Riva-Palacio, and A. Stephenson.

Piano study is offered for the general college student, the music major whose principal applied study is not piano, and the piano major. Repertoire requirements vary accordingly. For detailed information on piano study, consult the Piano Handbook.

Functional piano (for the classroom and in preparation for keyboard proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of materials.

Each level of study represents a particular stage of advancement. Bachelor of Music students whose principal applied study is piano must attain 144 level before applied credit in piano can be counted toward the graduation requirement.

Other Applied Music

Cello	*Adjunct Hudson*
Double Bass	*Adjunct Dyke*
Clarinet	*Adjunct Gilmore*
Flute	*Adjuncts Lester and Zalman*
Guitar	*Adjuncts E. Stephenson and Dunson*
Oboe	*Adjunct Shull*
Organ	*Professor D. Lynch, Coordinator; Adjunct Cherry*
Percussion	*Assistant Professor Roller*
Saxaphone	*Adjunct Gilmore*
Violin	*Assistant Professor Roller, Coordinator of Instrumental Music; Adjuncts Atchley, Chung, M. Garriss, P. Garriss, and Partridge*
Voice	*Professor Williams, Coordinator; Assistant Professor Dillard de Jong; Adjuncts Poniros, and Thomas; Accompanist Dupre*

Majors in Music

Bachelor of Arts in Music 48 hours

Music courses 32

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUS 494 Seminar in Music Literature	2

Applied Music and Electives 16 hours

Minimum in applied music	8
MUA 491 Graduation Recital	1
Electives in Music	7
Ensembles	8 semesters

Bachelor of Arts in Musical Theatre

See the Department of Dance and Theatre for requirements, page 71.

Bachelor of Music in Performance 124 hours

General Education Requirements 36-54 hours

CORE 100 The Context of Culture	4
CORE 200 Cultural Connections	0-3
CORE 400 Global Perspectives	3
ENG 111 Principles of Writing	3
ENG 200 Texts and Contexts	3
HIS 101, 102 or 103	3
REL 101, 102, 103, 104 or 105	3
Mathematics	3
Foreign language Voice majors must take one year each of two different foreign languages or demonstrate competency All other BM majors must take two semesters of the same language or demonstrate competency	0-12
Laboratory science	4
Science in Society elective	3
Behavioral & Social Science	3
Four physical education activity courses or one health education course and two physical education activity courses	4

Threads: 2 writing, 1 ethics, 1 oral communication, 1 information retrieval

Experiential Learning: one approved EL experience and 12 cultural events

Competency requirement: fundamental computer skills

Music Courses for a concentration in Keyboard, Instrument, or Composition 82 hours

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUS 220, 321[1] Pedagogy	4
MUS 300 and 301 or 302 Conducting	4
MUS 494 Seminar in Music Literature	2
MUA 495 Seminar in Theory	2
MUS 314[2] Literature of Applied Music	2
Principal applied study	24
Secondary applied study(ies)	4
MUA 390 Junior Recital	1
MUA 490 Graduation Recital	1
Music electives[3]	8
Ensembles	8 semesters
Keyboard proficiency	

Music Courses for a concentration in Voice 82 hours

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUS 220 Pedagogy	2
MUS 256, 257, 258 Phonetics	3
MUS 300 and 301 Conducting	4
MUS 494 Seminar in Music Literature	2
MUA 495 Seminar in Theory	2
MUS 314 Literature of Applied Music	2
Applied Voice	24
Secondary applied study(ies)	4
MUA 390 Junior Recital	1
MUA 490 Graduation Recital	1
Music electives	7
Choral ensembles	8 semesters
Keyboard proficiency	

Music courses for a concentration in Piano Pedagogy 82 hours

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 220, 321, 322, 423, 424, 425 Pedagogy	12
MUS 300 and 301 or 302 Conducting	4
MUS 310, 311, 312, 313 Music History	8
MUS 314 Literature of Applied Music	2
Applied Piano	22
Secondary applied study(ies)	4
MUA 391 Lecture Recital Workshop	1
MUA 490 Graduation Recital	1
Music electives	6
Ensembles	8 semesters
Keyboard proficiency	

Bachelor of Music in Music Education 123-132 hours

General Education Requirements 39-48 hours

CORE 100 The Context of Culture	4
CORE 200 Cultural Connections	0-3
CORE 400 Global Perspectives	3
ENG 111 Principles of Writing	3
ENG 200 Texts and Contexts	3
HIS 101, 102 or 103	3
REL 101, 102, 103, 104 or 105	3
Mathematics	3
Foreign language	0-6
Laboratory science	4
Science in Society elective	3
SOC 335 Race and Ethnic Relations	3
PSY 312 Psychology of Exceptional Individuals	3
Four physical education activity courses or one health education course and two physical education activity courses	4
Threads: 2 writing, 1 ethics, 1 oral communication, 1 information retrieval	
Experiential Learning: one approved EL experience and 12 cultural events	
Competency requirement: fundamental computer skills	

Education courses 20 hours

MUS 720 Materials and Methods Elementary	2
MUS 721 Materials and Methods Middle	2
EDU 234 Educational Psychology	3
EDU 232 Foundations of American Education	3
EDU 439 Student Teaching (Block)	6
EDU 241 Instructional Media Materials (Block)	1
EDU 471 Reading (Block)	1

Courses chosen from one of the following emphases: 64 hours

Music courses for Choral/General Emphasis

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUA 060 String Instruments	2
MUA 068 Guitar Lab	1
MUA 070 Woodwind Instruments	2
MUA 080 Brass and Percussion Instruments	2
MUS 300 and 301 Conducting	4
MUS 304 Instrumentation	1
MUS 308 Choral Arranging	2
MUS 722 Materials and Methods Secondary	2
Principal Applied Study	14

Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective.

Secondary applied study(ies)	3
MUA 491 Graduation Recital	1
Ensembles	7 semesters
Keyboard proficiency	

Music courses for Insrrumental Emphasis

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUA 060 String Instruments	3
MUA 068 Guitar Lab	1
MUA 070 Woodwind Instruments	2
MUA 080 Brass and Percussion Instruments	2
MUS 300 and 302 Conducting	4
MUS 304 Instrumentation	1
MUS 306 Orchestration	2
MUS 723 Materials and Methods Instrumental	2
Principal Applied Study	14
Secondary applied study(ies) (must include 1 hour of voice)	2
MUA 491 Graduation Recital	1
Instrumental ensembles	7 semesters
Keyboard proficiency	

Certificate in Church Music

Students interested in church music are encouraged to earn this certificate. The candidate must complete one of the major undergraduate degree programs in music, including the following specific requirements:

MUS 300-301 Conducting	4
MUS 395, 396, 397 Church Music	6
MUS 930 Internship	4
Religion	12
(In addition to the three-hour religion requirement for all degrees, choose nine additional hours.)	
Applied Music	18-28
Principal applied (14-24) — Complete 300 level (Organ, voice, or piano)	
Secondary applied(s)	4
100 level in two of the following (other than principal applied): organ, piano, voice	2 semesters minimum
Graduation Recital MUA 490 or 491	1

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1 *Composition Concentration: Substitute MUS 506 Computers and Music, and MUS 304 Instrumentation*
2 *Composition Concentration: Substitute MUS 308 Choral Arranging*
3 *Composition Concentration: 9 Hours*

Ensembles must include the following experiences:
- Choral ensembles . . . . .4 semesters
- Handbells . . . . .2 semesters
- Accompanying . . . . .6 semesters
  (Students whose principal applied is organ or piano)

Minor in Music 24 hours
- MUS100, 101 Elementary Theory I & II .6
- MUS 140, 141 Keyboard 2
- MUS 150, 151 Ear Training 2
- Music courses 200 level or above other than ensembles) 6
- MUS or MUA course (with a limit of 4 hours of ensembles) 8

— For Applied Music courses, see pages 153-156.
— For Music courses, see pages 156-157.
— For Music Ensemble courses, see pages 157-160.

Psychology

Professor Huber, Head; Professors Aubrecht, Edwards, Heining-Boynton, and Hornak; Associate Professor Fairbank; Assistant Professor O'DeKirk; Adjunct DiFranco.

The goal of the psychology department is to help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and mental processes.

A **major in psychology** would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work and other fields.

The **Pre-Art Therapy major** is a pre-professional program designed to prepare the student for graduate study for an Art Therapy degree. The student interested in this area needs to have an excellent academic record to be a viable graduate student candidate. The student must demonstrate proficiency in both studio art and psychology courses.

Facilities and Resources

The psychology department occupies the majority of two floors in Ledford Hall, one of the newer buildings on campus. It has ample laboratory space and equipment for student research and it has established an endowment fund for research needs. The department has a laboratory for the treatment of children with autism. The Meredith Autism Program (MAP) is conducted in conjunction with a program established at UCLA.

PSY 100 is a prerequisite for all courses with the exception of PSY 210 and PSY 312, for which either PSY 100 or EDU 234 can serve as a prerequisite.

Majors in Psychology and Pre-Art Therapy

Psychology 31 hours
- PSY 100 Introduction to Psychology 3
- PSY 200 Statistical Methods in Psych 3
- PSY 300 Research Methods in Psych 4
- Social psychology chosen from the following 6
  - PSY 310 Psych of Children and Adolesc (3)
  - PSY 312 Psych of Exceptional Indiv (3)
  - PSY 410 Social Psychology (3)
- Clinical psychology chosen from the following 6
  - PSY 320 Abnormal Psychology (3)
  - PSY 324 Conditioning and Behavior Modification (3)
  - PSY 420 Theories of Personality (3)
  - PSY 422 Psychological Testing and Evaluation (3)
  - PSY 424 Theory and Practice in Counseling (3)
- Experimental psychology chosen from the following 6
  - PSY 330 Neuropsychology (3)
  - PSY 332 Perception (3)
  - PSY 334 Animal Behavior (3)
  - PSY 430 History and Systems in Psy (3)
  - PSY 432 Memory, Language and Cognition (3)
- Electives in approved psychology courses 3
- Portfolio 0
- Exit examination 0

To help the student review and integrate her study of psychology, the requirements for a major in psychology will include a portfolio to be compiled by each student demonstrating competency in the following areas: **(1)** knowledge base; **(2)** ethics; **(3)** communication; **(4)** information gathering; **(5)** research and analytical methods; **(6)** interpersonal skills; and **(7)** practical application. The portfolio requires the successful completion of an exit exam. The examination will normally be taken during the semester preceding graduation.

Pre-Art Therapy 49 hours
- ART 101 Drawing I 3
- ART 105 Two-Dimensional Design 3
- ART 206 Color Theory 3
- ART 210 Painting I 3
- ART 260 Ceramics II 3
- ART 734 Foundations of Art Education .3
- ART 735 Teaching & Methods of Art in Pre-K–5 3
- ART 736 Teaching & Methods of Art in Grades 6–12 3
- PSY 100 Intro to Psychology 3
- PSY 200 Statistical Methods in Psych 3
  (Prerequisite PSY 100)
- PSY 210 Life Span Developmental or PSY 310 Psych of Children and Adolescent 3
- PSY 300 Research Methods in Psychology 4
- PSY 312 Psych of Exceptional Individual 3
- PSY 320 Abnormal Psychology 3
- PSY 332 Perception 3
- PSY 420 Theories of Personality 3

Minor in Psychology 18-21 hours
- Statistics 3
  If the statistics course is PSY 200 (Prerequisite PSY 100), these hours will count toward the 18 hours in Psychology.
  Other statistics courses do not count as part of the 18 hours.
- Electives in psychology 15-18

Teacher licensure is available in B-K and K-6. See licensure requirements in the School of Education listing.

— For Psychology courses, see pages 166-167.

Religion and Philosophy

Associate Professor Nelson, Head; Professor Vance; Assistant Professors Suarez and Winfield; Adjuncts Herman, Murphy, Page and Palmer

The department offers a major in religion and minors in religion and philosophy.

The department's **purpose** is to encourage students to explore and to understand religious and philosophical perspectives on human life. The study of religion and philosophy in the liberal arts curriculum prepares students to live in our ever-expanding world where multiple religious, philosophical and ethical perspectives inform the different ways in which people inhabit, experience and ultimately shape the world we all share. Living in a global context requires sensitive understanding and critical evaluation of religious identities: their texts and symbols, their histories and worldviews, their social institutions and material practices. It also requires specific skills and methods to analyze the complex ways in which religion and culture inform each other, as well as to negotiate interactions between different and often conflicting perspectives and values.

To this end, the department offers general education courses with the goal of developing students' basic religious literacy. The introductory courses in religion meet this goal, through enabling students to

- understand the differences between practitioner perspectives and academic perspectives;
- utilize the common terminology and methodologies applicable to the study of religion;
- demonstrate critical, analytical and comparative thinking skills about the various dimensions of religion; and
- develop understanding and appreciation of one's own and others' religious beliefs and ethical perspectives.

The major and minor build on this foundation in religious literacy through educating students in the various dimensions of scholarship in the field of religious studies. Religion courses enable students to

- utilize the various intellectual lenses employed by scholarship in the field of religious studies to think, speak and write cogently about the complexity of religious phenomena;
- critically evaluate various theories with attention to their specific cultural and historical differences;
- interpret texts sensitively and critically, recognizing the complexities of language, history, culture, and symbols within various religious traditions;
- generate research in religious studies;
- build active connections across differences, within differences, through differences; and
- analyze the complex and sometimes contradictory ways in which religion and culture are connected to one another.

The department seeks to assist students preparing for graduate study and/or a career. A major in religion provides a foundation and personal depth which can lead to a variety of fulfilling professional options. Many students combine a major in religion with a second major or licensure in a professionally-oriented field of study.

Students who wish community internships or advanced study or research in religion and philosophy should consult with the department head and arrange for it through the special studies options listed on page 67.

Students may elect courses through the Cooperating Raleigh Colleges.

Major in Religion 30 hours

Three courses chosen from REL 101, 102, 103, 104, 105	9
REL 201 Methods of Study of Religion	3
Two courses at the 200 level	6
Three courses at the 300-400 level	9
REL 497 Senior Seminar	3

At least one course elected must be a course which focuses on a non-western/eastern religious tradition. Courses which meet this criteria include REL 102, REL 251, REL 252 and REL 351. In addition the department may designate REL 200 and 400 as meeting this requirement when the topic is appropriate.

Additionally, at least one course in philosophy is recommended.

Minors in Religion and Philosophy

Religion 18 hours

Two 100 Level Courses	6
One 200 Level Course	3
One 300 Level Course	3
Two electives above the 100 level	6

At least one course must focus on a non-western/eastern religious tradition. Courses which meet this criteria include REL 102, REL 251, REL 252 and REL 351. In addition the department may designate REL 200 and REL 400 as meeting this requirement when then topic is appropriate.

Additionally, at least one course in philosophy is recommended

Philosophy 18 hours

PHI 201 Introduction to Philosophy	3
PHI 251 Ancient Greek Philosophy	3
PHI 252 Modern Philosophy	3
Electives chosen from the following	9

PHI 105 Philosophy of Religion (3)
PHI 205 Political Ideas Seminar (3)
(Prerequisite ENG 111)
PHI 210 Critical Thinking (3)
PHI 344 Biomedical Ethics (3)
PHI 345 Environmental Ethics (3)
ECO 324 History of Economic Thought (3)
(Prerequisites: ECO 100 and ECO 101)
PSY 420 Theories of Personality (3)
(Prerequisite: PSY 100)
SOC 489 Social Theory (3)
Or other courses approved by the department head.

Teacher licensure is available in B-K and K-6. See licensure requirements in the School of Education listing.

— For Philosophy courses, see pages 163-164.

— For Religion courses, see pages 167-170.

Sociology and Social Work

Professor Zingraff, Head; Professor Bishop, Social Work Program Director; Associate Professor Brown; Assistant Professors Cokely and Kenyon; Instructor Riker-Sheets, Director, Social Work Field Education; Adjunct Ellovich.

The Department of Sociology and Social Work offers two degree programs, a Bachelor of Arts (BA) with a major in sociology, and a Bachelor of Social Work (BSW). The BSW is a professional degree, the only baccalaureate degree that prepares graduates for entry into professional social work practice and into MSW programs at the advanced standing level.

The department encourages within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present multiple perspectives as a solid foundation for employment or for continued study in graduate schools of sociology, social work, and other related fields.

The undergraduate major in social work is accredited by The Council on Social Work Education. Certification for teaching at all levels may be combined with a major in sociology or social work.

Field projects, community internships, volunteer experiences, service learning and cooperative education placements are available to students to provide them with the knowledge and experience helpful in planning careers. Students are also encouraged to take a career planning seminar offered through the Career Center.

The Department of Sociology and Social Work is organized into the Sociology Program and the Social Work Program. Goals of each are listed below.

Graduates well grounded in sociology will be able to

- Explore ways to improve interpersonal and intercultural understanding and tolerance;
- Understand the role of scholarship in assessment of personal ideas and social policies;
- Utilize knowledge and skills for appropriate selection and application of research methods and statistics;
- Engage in critical thinking skills that distinguish individual and institutional actions and outcomes;
- Apply critical thinking skills to societal patterns of domination and subordination; and
- Utilize knowledge about the social foundations of rewarding and enduring communities.

Social Work Program Objectives

Upon successful completion of the social work program, graduates will demonstrate the ability to

- Apply critical thinking skills within the context of professional social work practice;
- Understand the value base of the profession and its ethical standards and principles and practice accordingly;
- Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.;
- Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice;
- Understand and interpret the history of the social work profession and its contemporary structures and issues;
- Apply the knowledge and skills of generalist social work practice with systems of all sizes;
- Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities;
- Analyze, formulate, and influence social policies;
- Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions;
- Use communication skills differentially across client populations, colleague, and communities;
- Use supervision and consultation appropriate to social work practice; and
- Function within the structure of organizations and service delivery systems and seek necessary organizational change.

Resources

The department houses the Sociology/Social Work research lab, which offers our majors several computers for school work, a small library of sociology and social work books and journals and a meeting place for students to casually gather for study or dialogue between classes.

Career Directions

Following graduation, sociology majors have entered graduate programs or have found careers in legal services, research institutes, teaching, urban ministries, public relations, job/community development, and in community agencies serving children, battered women, pregnant teens, and older adults.

Social Work graduates have accepted positions in departments of social services, public school systems, hospitals and other health and mental health settings, long-term care facilities, domestic violence and sexual abuse agencies, programs for abused and neglected children, and services to the aging. A growing number of BSW graduates apply and are accepted to advanced standing in MSW programs in North and South Carolina, Virginia, Louisiana, and California.

Students seeking community internships or advanced research opportunities in sociology or social work should consult with an appropriate faculty member to arrange for a special studies option. Students may elect courses through the Cooperating Raleigh Colleges in areas of their special interests.

SOC 230, 231, or 260 is required as a prerequisite for all sociology courses unless otherwise specified. Prerequisites may be waived in exceptional cases.

Major in Sociology

Sociology 30 hours

SOC 230 Principles of Sociology	3
SOC 374 Social Research Principles	3
SOC 375 Social Research Meth & Stats or MAT 245 Statistics I or PSY 200 Statistical Methods in Psychology	3
SOC 471Sociology Service Project	1
SOC 472 Sociology Literature Review	1
SOC 473 Prof Developments in Sociology	1
SOC 489 Social Theory	3
SOC 496 Seminar in Sociological Analy	3
Electives chosen from the following	12
SOC 231 Social Problems (3)	
SOC 260 Cultural Anthropology (3)	
SOC 299 Into to Research in Sociology (1-3)	
SOC 332 Human Sexuality (3)	
SOC 335 Race and Ethnic Relations (3)	
SOC 336 Criminology (3)	
SOC 337 Corrections (3)	
SOC 338 Sociology of Families (3)	
SOC 340 Aging and Retirement (3)	
SOC 341 Sociology of Religion (3)	
SOC 430 Population Dynamics (3)	
SOC 431 Social Stratification (3)	
SOC 432 Sociology of Organizations (3)	
SOC 433 Sociology of Education (3)	
SOC 498 Honors Thesis in Sociology (3)	
SOC 499 Research in Sociology (1-3)	

Major in Social Work

Accreditation

The BSW degree is fully accredited by the Council on Social Work Education and prepares students for entry level professional generalist social work practice.

Life and Work Experience: The program does not grant credit for life and work experience in lieu of required social work courses.

Admissions

Students who declare the major in social work must be formally admitted to the social work program before completing more than 12 hours of social work (SWK) courses. See department for admissions criteria and procedures.

Only social wotk majors who have been formally admitted to the program may enroll in social work practice courses (SWK 304, 305, 401) and the field placement and concurrent field instruction seminar (SWK 402, 403).

Social Work 59 hours

BIO 322/342 Human Anatomy and Physiology	4
SOC 230 Principles of Sociology	3
PSY 100 Introduction to Psychology	3
PSY 200 Statistical Methods in Psychology	3
POL 100 American Political Systems	3
SWK 240 Populations-at-Risk & Social Justice	3
SWK 241 Intro to Soc Work & Soc Welfare	3
SWK 302 Social Policy Analysis	3
SWK 304 Generalist Pract w/Individuals	3
SWK 305 Generalist Pract w/Families	3
SWK 307 HBSE: Infancy – Adolescence	3
SWK 308 HBSE: Adulthood Thru Aging	3
SWK 309 Research Methods for SWK Practice	3
SWK 311 Prep for SWK Field Placement	1
SWK 401 Gen Pract w/Com, Org, Groups	3
SWK 402 Social Work Field Experience	12
SWK 403 Field Placement Seminar	3

Minors in Sociology and Social Work

Criminal Justice Studies Minor 21 hours

SOC 230 Principles of Sociology	3
POL 100 American Political Systems	3
SOC 336 Criminology	3
POL 930 or SOC 930 Internship (Open to Juniors and Seniors)	3
Electives chosen from the following	9
SOC 337 Corrections (3)	
SOC 335 Race and Ethnic Relations (3)	
POL 300 Law and Society (3)	
POL 301 Const & Rights of Americans (3)	
POL 305 Intro to Public Administration (3)	
HIS 215 American History Since 1876 (3)	

Sociology Minor 18 hours

SOC 230 Principles of Sociology required	3
Electives in sociology	15

Teacher licensure is available in B-K and K-6. See licensure requirements in the School of Education listing.

For Sociology courses, see pages 170-172.

For Social Work courses, see pages 174-176.

Women's Studies

Professor Shapiro, Director

Women's Studies is an interdisciplinary field that draws on the social and natural sciences, humanities and the arts. The Women's Studies program integrates the study of women's lives with the general curriculum. Study in the program provides a forum in which women's issues are discussed and debated. The Women's Studies program welcomes students to address sexual, cultural, racial, and ethnic differences in an interdisciplinary framework. Because women's studies cuts across most areas of knowledge, students can raise similar questions within different disciplines, and by using various methodologies achieve a deeper understanding of the complexity and wholeness of human experience. The field not only compels us to recognize the problems and possibilities of the world in which we live, but also empowers us to change the world. Finally, The Women's Studies program seeks to create a community that offers intellectual stimulation at Meredith by hosting visiting exhibits, providing internship experiences, concerts, readings, lectures, symposia, and conferences.

The Women's Studies program offers a major and a minor, which provide an excellent foundation for students who plan on entering professional schools in law, medicine and business, on pursuing advanced degrees in Women's Studies, the Humanities, and Social Sciences, or moving into careers in business, government, teaching, health and fitness, social administration, counseling and advocacy. Students may choose from the designated catalogue courses or gain approval from the Director of Women's Studies for special studies, honor's thesis, individual study, internships and service learning projects. The Women's Studies program is designed to allow the student to progress through a sequence of experiences as they:

- analyze the complex ways in which gender is socially constructed and contextualized within different dimensions of experience—particularly family, race, ethnicity, class, and sexuality;
- examine complex situations of women in diverse cultures and their interdependence in an era of globalization;
- critique the socially constructed and situated nature of knowledge, and claims of truth;
- explore their own voice by connecting theory and practice—intellectually, ethically, politically, personally, and professionally;
- connect Women's Studies to the history of feminist movements and contemporary scholarship; and
- apply research methodologies to generate epistemological perspectives in Women's Studies.

Major in Women's Studies 30 – 33 credit Hours

Students who major in Women's Studies must take the CORE Curriculum; the remaining elective credits must be selected in such a way that they give coherence and focus to their program of study. Such focus must be discussed with and approved by the Women's Studies Director.

Core 12 hours:

WST 200 Reading Women's Lives; Introduction to Women's Studies (3 cr)
WST 300 Contemporary Feminist Theories (3 cr)
WST 490 Selected Topics in Women's Studies (3 cr)
WST 499 Research in Women's Studies (3 cr)
Students may fulfill this: a) as a WST 499 course or b) incorporate Women's Studies scholarship as a significant dimension of a senior project done within the context of another major.

Electives 21 additional credit hours

(12 credit hours at the 300 level or higher)

Approved Women's Studies courses that are listed in the current catalogue or course schedule.
Recommended: *WST 472 Women's Studies Service Project (1- 3 hours)

Minor in Women's Studies (18 Credit Hours)

Core 6 hours

WST 200 Reading Women's Lives; Introduction to Women's Studies (3 cr)
WST 300 Contemporary Feminist Theories (3 cr)

Electives 12 additional credit hours

(9 credit hours at the 300 level or higher)

Approved Women's Studies courses that are listed in the current catalogue or course schedule.

Following is a list of approved courses.

FCS 355 Family Resource Management
COM 375 Gender Communication
ECO 335 Gender and the Economy
ENG 359 Seminar in American Women Writers
(Prerequisites: ENG 111, ENG 222 and ENG 270)
FRE 309 French Women Writers
(Prerequisite: FRE 206)
HED/SOC 320 Our Bodies—Our Lives; Shaping Female Identity
PSY 212 Psychology of Gender Roles
(Prerequisite: PSY 100)
REL 268 Women in the Bible
REL 283 Women in the Christian Tradition
REL 497 Senior Seminar—Global Christian Feminist Theology
SOC 231 Social Problems
SOC 332 Human Sexuality
SOC 338 Sociology of the Family
SOC 430 Population Dynamics
SOC 943/COM 943 Images of Women in the Media
THE 940 The Body Politic: An Introduction to Feminist Theatre
WST 299 Research in Women's Studies
WST 472 Women's Studies Service Project
WST 498 Honor's Thesis in Women's Studies
WST 499 Research in Women's Studies

For Women's Studies courses, see page 178.

Courses of Study

Subject Codes

ACC	Accounting
ART	Art
BIO	Biology
BK	Birth-Kindergarten Licensure
BUS	Business
CAP	Capstone
CD	Child Development
CHE	Chemistry
CHI	Chinese
CIS	Computer Information Systems
COE	Cooperative Education
COM	Communication
CORE	General Education Core
CPS	Career Planning
CSC	Computer Science
DAN	Dance
ECO	Economics
EDU	Education
ENG	English
ENS	Environmental Studies
ESS	Exercise and Sports Science
FCS	Family & Consumer Science
FL	Foreign Language
FMD	Fashion Merchandising and Design
FN	Foods and Nutrition
FRE	French
FYE	First Year Experience
GEO	Geography
GER	German
HED	Health
HIS	History
ID	Interior Design
IDS	Interdisciplinary Studies
ITA	Italian
LAT	Latin
LEG	Legal Studies
MAT	Mathematics
MRE	Medieval & Renaissance Studies
MUA	Applied Music
MUE	Music Ensembles
MUS	Music
PED	Physical Education
PHI	Philosophy
PHY	Physics
POL	Political Science
PSY	Psychology
REL	Religion
SCI	Science
SOC	Sociology
SPA	Spanish
SWK	Social Work
THE	Theatre
WST	Women's Studies

lease Note: Numbers in parentheses after course title refer to semester hours credit. Example (3.00 cr.)

ccounting

CC-230 Principles of Accounting I (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

study of basic accounting principles, accounting cycle, and preparaion and interpretation of financial statements. Not recommended for reshmen.

CC-231 Principles of Accounting II (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

he application of accounting principles to partnerships and corporaions; analysis of financial reports and statements, and preparation of ash flow statements. Prerequisites: ACC-230.

CC-330 Intermediate Accounting I (3.00 cr.)

(Fall, Course Offered Every Year)

he development of corporate financial accounting theory and its pplication to in-depth problems of financial statement account valuaion, analysis of working capital, and determination of net income. lso included is a study of the development of accounting concepts nd principles; short-, intermediate-, and long-term obligations; and nvestments. Prerequisites: ACC-231; minimum grade C.

ACC-331 Intermediate Accounting II (3.00 cr.)

(Spring, Course Offered Every Year)

A continuation of ACC-330, featuring topics such as income measurement and valuation issues related to stockholder's equity, long-term liabilities, special sales methods, investments, accounting changes, and pensions. Related professional literature will be analyzed. Prerequisites: ACC-330; minimum grade C.

ACC-332 Managerial Accounting (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

The analysis of financial data for managerial decision making; interpretation of accounting data for planning and controlling business activities. Prerequisites: ACC-231.

ACC-333 Cost Accounting (3.00 cr.)

(Spring, Course Offered Every Year)

The analysis of cost factors and their relationship to production, emphasizing cost procedures and information systems; standard costs and variance analysis. (ACC-332 is strongly recommended.) Prerequisites: ACC-231 and ACC-332, or ACC-231 and ACC-330.

ACC-336 Federal Taxation - Individuals **(3.00 cr.)**
(Fall, Course Offered Every Year)

A comprehensive interpretation and application of the federal income tax code as it pertains to the determination of taxable income and computation of tax liability for individuals. Prerequisites: ACC-231.

ACC-337 Fed Tax - Corp & Partnerships **(3.00 cr.)**
(Spring, Course Offered Every Year)

A comprehensive interpretation, analysis and application of the federal tax code as it pertains to the determination of taxable income and tax liability for corporations, partnerships, estates, and trusts. Prerequisites: ACC-336.

ACC-436 Selected Topics in Accounting **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of professional presentation and disclosure requirements related to: dilutive securities, deferred compensation, plans, deferred income taxes, leases, statement of cash flows foreign currency transactions and translation, and partnerships; will include discussion of new and pending pronouncements by the Financial Accounting Standards Board. Prerequisites: ACC-331.

ACC-437 Advanced Accounting **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of financial accounting for complex business relationships, including business combinations and consolidated financial statements. Also included is a study of governmental and non-profit accounting
for state and local governments, hospitals, universities, and voluntary health and welfare organizations. Prerequisites: ACC-331

ACC-438 Auditing **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence, internal control, professional ethics, and legal responsibility. Related materials of professional importance will be used. May be taken without prerequisite class with permission of the instructor. Prerequisites: ACC-331.

ACC-440 Legal Environment of Accounting **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of the main principles of law affecting the conduct of trade and industry; focus is on business law topics which are tested on the CPA exam.

ACC-498 Honors Thesis in Accounting **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of accounting. The project must meet Honors Program thesis requirements as well as expectations of business faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

ACC-499 Research in Accounting **(1.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. It represents a study or investigation conducted by an undergraduate that makes an intellectual contribution to business. Junior or senior standing only. May be repeated for credit for a maximum of six credit hours.

Art

ART-101 Drawing I **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of basic drawing techniques and fundamental concepts and relationships within the pictorial composition. Six studio hours per week. Studio fee assessed.

ART-104 Oak Leaves **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

As apprentices on the staff of Meredith's yearbook, "Oak Leaves," students will carry out a variety of assignments — both individual and as a group, as determined by the editor in conjunction with the course instructor. Among the areas included will be layout design, photography, computer graphics, editing, selling ads, fund raising, and writing copy. Pass/Fail grading only. May be repeated for credit. Additional time required.

ART-105 Two-Dimensional Design **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An exploratory study of the basic elements and principles of two-dimensional design through creative image generation using predominantly black and white and gray scale and a variety of media. Six studio hours per week. Studio fee assessed.

ART-130 Photography I **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Introduces the use of the camera, lighting, and composition; darkroom techniques for developing black and white film, making contact prints and enlargements; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Students must have a 35mm or 120 film size camera with adjustable focusing, shutter speeds and lens openings. Six studio hours per week. Studio fee assessed.

ART-140 Introduction to Graphic Communication **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to graphic communication concepts and applications, including design considerations, print production, and terminology necessary to effectively prepare simple visual communications. Project work will include the use of computers and page layout software to put concepts into practice. Six studio hours per week. Studio fee assessed.

ART-142 History of Architectural Interiors & Furnishings **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ID-142.

ART-144 Interior Design I **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An exploration of the basic principles and skills of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. Also offered as ID-144. Prerequisites: ART-101. Corequisite courses: ART-101.

ART-160 Ceramics I **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course. Six studio hours per week. Studio fee assessed.

ART-201 Drawing II **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in Drawing I. Color is introduced through various media. May be repeated once for credit to explore additional media, techniques and processes with permission of instructor. Six studio hours per week. Studio fee assessed. Prerequisites: ART-101.

ART-206 Color Theory **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A study of the theory of color and light as perceived by the human eye. Color properties, systems, mixing, symbolism, and psychology are studied through experimentation with materials and visual elements used by the artist and designer. Six studio hours per week. Studio fee assessed. Prerequisites: ART-101, ART-105.

ART-207 Three-Dimensional Design **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

The elements and principles of three-dimensional design will be explored through the study of natural and human-made structures. Basic construction processes and economical materials will be used to investigate structure and form. May be repeated once for credit to explore additional media, techniques and processes with permission of instructor. Six studio hours per week. Studio fee assessed. Prerequisites: ART-101, ART-105.

ART-210 Painting I **(3.00 cr.)**

(Fall, Course Offered Every Year)

An introduction to basic painting techniques and media. Oil and water-based media are usually offered in alternating years. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-206.

ART-220 Topics in Non-Western Art **(3.00 cr.)**

(Spring, Course Offered Every Year)

Rotating topics focusing on the art from non-western societies, such as India, Japan, China and Africa. Study emphasizes the context of their cultures and comparisons to western art. May be repeated for credit.

ART-221 Survey Western Art: Ancient-Early Renaissance **(3.00 cr.)**

(Fall, Course Offered Every Year)

A survey of the history of western architecture, sculpture, and painting from circa 2400 B.C. to 1500 A.D. In addition to examining art within its historical context and exploring human cultural diversity, students will gain fundamental skills of visual analysis, acquiring the vocabulary and concepts needed to discuss works of art orally and in writing.

ART-222 Survey Western Art: High Renaissance-Modern **(3.00 cr.)**

(Spring, Course Offered Every Year)

A survey of the history of western architecture, sculpture, and painting from circa 1450 to the post-modern present. In addition to examining art within its historical context and exploring human cultural diversity, students will gain fundamental skills of visual analysis, acquiring the vocabulary and concepts needed to discuss works of art orally and in writing.

ART-230 Photography II **(3.00 cr.)**

(Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in ART-130, with an emphasis on the pursuit of photography as a fine art form. Six studio hours per week. May be repeated for credit. Studio fee assessed. Prerequisites: ART-130.

ART-244 Fundamental Concepts of Art **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Children's developmental stages, as expressed through art, will be the framework for exploring how visual symbols develop, how art materials are used and how both symbols and techniques become increasingly complex throughout childhood. It will also address the reasons why many adults are afraid of creating art. Students will retrace the developmental process themselves through experimentation with art materials appropriate for use at different ages. Required for all K-6 licensure students.

ART-245 Typography and Layout **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A study of the uses of typography and the composition of visual information. Through exercises and design projects, students will develop the ability to select and manipulate type and to compose various elements for visual impact and effective communication. Six studio hours per week. Studio fee assessed. Prerequisites: ART-101, ART-105 and ART-140.

ART-248 Illustration I **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

The development of technical rendering skills for the illustrator or designer using various media and materials, including ink, colored pencil, and marker. Six studio hours per week. Studio fee assessed. Prerequisites: ART-206 or ID-243.

ART-260 Ceramics II **(3.00 cr.)**

(Spring, Course Offered Every Year)

An extension of the techniques and concepts encountered in ART-160. Emphasis will be placed on gaining depth of experience and a personal approach. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-160.

ART-270 Fibers **(3.00 cr.)**

(Fall, Course Offered Every Year)

An introduction to techniques of surface design on fabric. Through production of one-of-a-kind textile pieces, students learn fabric processes such as dyeing, painting, stamping, stenciling, screen printing, serti, batik and tie-dye. The course also includes study of contemporary and historical textiles from around the world. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-206.

ART-275 Metals and Jewelry **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An introduction to traditional metal and jewelry techniques. With an emphasis on design and research, students will learn the use of tools and equipment to create jewelry and small-scale objects. The course will enable students to develop skills such as design layout and facility with a variety of precious and non-precious materials through the creation of one-of-a-kind pieces. Techniques may include: sawing, fabrication, casting, enameling, and surface embellishment. This course may be repeated for credit. Repeat students will be encouraged to develop more complex work and research. Six studio hours per week. May be taken without prerequisite course with permission from the instructor. Studio fee assessed. Prerequisites: ART-105.

ART-299 Introduction to Research in Art **(1.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to pursue original research in the field of art. In conjunction with a faculty member, the student will formulate and execute a research project at an intermediate level of complexity. The project will require a culminating experience appropriate to the field of artistic study, such as a paper or artistic object or performance and a presentation or exhibition. A research proposal form completed by the student and the faculty mentor is required. Prerequisites: ART-100, ART-101, ART-105 and ART-221 or ART-222.

ART-300 Computer Design **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course explores basic design principles with typography and image manipulation. Students will work with their own art and images to learn how to efficiently and economically scan, manipulate, digitize, organize, layout, design, and print their own artwork with the computer. The goal of this course is to enable Studio and Art Education majors to create and produce their own publicity and self-promotional materials with effective design using the image editing software Adobe Photoshop, InDesign or Illustrator. The software can change depending on demand.

ART-310 Painting II **(3.00 cr.)**
(Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in ART-210 with an emphasis on furthering skill and individual expression. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-210.

ART-315 History of Costume **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period [2700 B.C.] to the 20th century. Also offered as FMD-315.

ART-323 Topics in Art History **(3.00 cr.)**
(Spring, Course Offered Every Year)

Designed to provide a variety of specific upper-level art history studies. Topics are chosen from four major periods: ancient, medieval, renaissance, and baroque. Beyond gaining an understanding of the historical and theoretical foundations of the art works from a particular period, students will also become acquainted with many other contextual factors, including aspects of religious, social, political, and economic life. May be repeated for credit. May be taken without prerequisite courses with instructor's consent. Prerequisites: ART-221 or ART-222.

ART-324 Topics in Modern Art History **(3.00 cr.)**
(Fall, Course Offered Every Year)

A variety of subjects related to art, women, and contemporary aesthetic and societal issues will be addressed. Beyond gaining a better understanding of the historical and theoretical foundations of modern art, this course seeks to help each student become more proficient in analytical and critical skills of thinking and writing. Topics are on rotation and may be repeated for credit. May be taken without prerequisite courses with instructor's consent. Prerequisites: ART-221 or ART-222.

ART-330 Photographic Techniques & Processes **(3.00 cr.)**
(Fall, Course Offered Every Year)

The emphasis in this course will vary by semester through exploration of different photographic techniques and processes. The student will work to achieve distinctive personal style for portfolio development. [ART-230 is not required to take this course.] May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-130.

ART-342 Digital Imaging I **(3.00 cr.)**
(Fall, Course Offered Every Year)

Developing and executing visual concepts for publications such as magazines, booklets, and newsletters will be the emphasis in this course. Aesthetics, terminology, technical considerations, and materials will be covered. Six studio hours per week. Studio fee assessed. Prerequisites: ART-206, ART-245 and ART-246.

ART-350 Printmaking I **(3.00 cr.)**
(Spring, Course Offered Every Year)

Emphasis on intaglio and relief processes, which may include etching, woodcut, linoleum, and experiments in monoprint and monotype. May be repeated for credit with permission from the instructor. Studio fee assessed. Six studio hours per week. Prerequisites: ART-206.

ART-365 Sculpture **(3.00 cr.)**
(Fall, Course Offered Every Year)

An introduction to sculptural concepts through a variety of techniques which may include modeling, carving, casting, and assembling media. Six studio hours per week. May be repeated for credit. Studio fee assessed. Prerequisites: ART-207.

ART-393 Junior Seminar **(1.00 cr.)**
(Spring, Course Offered Every Year)

All junior level art majors must complete this course prior to taking **Art 496 Professional Practices**. Students will review and assess strengths in their work and identify areas for additional studies in upper level studio courses and/or research during their senior year. Seminar topics include: topics on the professional careers, theory and practice, the creative process, and post graduate studies. Students will create work based on their assessed strengths, prepare written and oral presentations and begin documenting their portfolios using digital media. This course is Writing Intensive (WI). *Art History minors are exempt from taking this course.* Prerequisites: The student must have enough credit hours to be deemed a Junior and have declared a major in Art.

ART-394 Graphic Design Studio **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This class deals with a variety of exploratory projects and client work. Responsibilities span the entire palette of tasks a graphic designer will be asked to fulfill, e.g. nurturing client contact, analyzing and interpreting the objectives of a project, creating design concepts and strategies for application, design of the actual project, taking the project through to the application [printing/press check/check/supervision on press/ designing for a virtual presentation], client follow-up, and market analysis. Many projects are completed as group projects, and many decisions are made by students collaboratively. As students advance they will be asked to take on leadership at higher levels, e.g. class manager [master scheduling], art director for a particular project, production manager for a particular project, organizer of special activities [e.g. field trips, etc.]. Professional designers will be invited to class on various levels/issues. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-245, ART-246.

ART-404 Book Design (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

Students may choose to design and produce either a book of 150+ pages or the Meredith College yearbook, "Oak Leaves." Students will fulfill the roles of art director or editor and will perform a variety of tasks working with others on their chosen projects. May be repeated for credit. ART-394 is a prerequisite or a corequisite.

ART-425 Draping (3.00 cr.)

(Spring, Even-Numbered Years Only)

A study of the principles of apparel design using the draping method. Emphasis on fit, design, appropriateness, and construction techniques. May be taken without prerequisite courses with permission of the instructor. Also offered as FMD-425. Prerequisites: FMD-115 or ART-427.

ART-427 Apparel Design (3.00 cr.)

(Spring, Even-Numbered Years Only)

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Also offered as FMD-427. Prerequisite: FMD-115.

ART-492 Art History Theory and Methods (3.00 cr.)

(Spring, Course Offered Every Year)

Art History Theory and Methods is a required course for all students minoring in art history and should be taken in the junior or senior year, preferably before the thesis is undertaken. The goal of this course is to examine the discipline and practice of art history. The course structure places emphasis not only on reading about the historical and theoretical bases of the discipline, but also on teaching students to identify methods used by various authors and to apply the methods they read about to actual works of art. The assigned readings acquaint students with a broad spectrum of approaches to art history. It is hoped that students will identify and define their goals as an art historian and begin to approach problems with a self-aware focus. Beyond identifying their own mode of inquiry, each student will become more skilled at recognizing the types of approaches used by other art historians (or academics in any field), noting their strengths, weaknesses, and biases. A/F grading. Prerequisites: ART-221 or 222, ART-323 or 324.

ART-494: Senior Project (3.00 cr.)

Graphic Design Majors and Art History Minors should register for this course. Graphic Design students should register one semester before they graduate, and Art History Minors will register the year that they plan to graduate. Graphic Design Majors will begin putting together their portfolio and complete the portfolio in Art 496 Professional Practices. Art History Minors will write a Thesis paper.

ART-495 Portfolio Photography (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course provides students with the basic information necessary for making high quality slides of both two-dimensional and three-dimensional artwork. Emphasis is placed on the preparation and presentation of a professional slide portfolio. Topics include use of the copy stand, lighting, tungsten-balanced film, metering with a gray card, film exposure, depth-of-field, slide masking, and slide labels. Students should complete tne course with excellent skills for photographing all types of artwork. Studio fee assessed.

ART-496 Professional Practices (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

All Art Education, Graphics and Studio students should register for this course during their senior year in their last semester. Students will learn and implement professional procedures for the exhibition of artwork, learn the business basics for the business of art, understand the legal rights and procedures for the artist, practice presentation and marketing methods, develop strategies for success post-graduate in chosen concentration area, and demonstrate technical mastery by exhibiting work in a juried group exhibition. A professional from the outside arts community will jury the spring exhibition to be held in the Frankie G. Weems Gallery. Students taking this course in the fall are invited to submit their work for a juried spring exhibition or have their own exhibition in the halls of Gaddy-Hamrick Art Center in the fall semester. Prerequisites: ART-393 Junior Seminar and Senior status in their last semester.

ART-497 Web Design Studio (2.00 cr.)

(Spring, Course Offered Every Year)

A graphic design studio devoted to the specialized image, text and software requirements needed for web design. Students will design, build and upload a multi-page web site. Four contact hours per week. Studio fee to be assessed. Prerequisite: ART-394.

ART-498 Honors Thesis in Art (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to seniors or qualified juniors in the Honors and/or Teaching Fellows programs majoring in art. In conjunction with a faculty mentor, the student will formulate and execute an original research project at an advanced level of complexity that will culminate in a paper, artistic object or performance, and an exhibition or presentation. The project must meet Honors Program thesis requirements as well as the expectations of the art department faculty. Prerequisites: ART-206, ART-221 or ART-222.

ART-499 Junior & Senior Research in Art (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to junior and senior majors and minors, or others with permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project at an advanced level of complexity that will culminate in a paper or artistic object or performance and an exhibition or presentation. The precise nature of the culminating activity is dependent upon the artistic field and inquiry of study as deemed appropriate by the faculty mentor. A research proposal form completed by the student and the faculty mentor is required. May be repeated for credit for a total of six semester hours. Prerequisites: ART-206, ART-221 or ART-222.

ART-734 Foundations of Art Education (3.00 cr.)

(Course offered every third semester)

All Art Education, pre-art therapy, and students working toward licensure in art education are required to complete this course. Students will learn about the history of art education and various educational movements that have impacted the teaching of art in the public schools. Students will investigate the developmental stages as they impact artistic development in students, the teaching of art to diverse and exceptional students, theories of art instruction, art room practices, and issues and trends. Prerequisites: 15 hours of studio courses.

ART-735: Teaching and Methods: Art PreK–5 **(3.00 cr.)**
(Course offered every third semester)

The relationship between creative behavior and child growth through the visual arts is developed through research, practicum situations, and extensive early field experience. Methods for teaching exceptional children are also studied. Curriculum development is an integral part of the class. Twelve hours of studio art must be completed prior to registering for this class. Offered in rotation with ART-734, ART-736. Studio fee assessed. Prerequisites: ART-221 or ART-222.

ART-736: Teaching and Methods: Art in Grades 6–12 **(3.00 cr.)**
(Course offered every third semester)

A study of teaching methodologies appropriate for middle and high school students through research, practicum situations, and extensive early field experiences. Attention is given to adolescent development and its effect on creative visual development and the need for visual expression. Art health hazards, computer competencies and curriculum development are among topics covered. Twelve hours of studio art must be completed before registering for this course. Studio fee assessed. Offered in rotation with ART-734 and ART-735. Prerequisites: ART-221 or ART-222.

Biology

BIO-101 General Biology I **(3.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

A course presenting many of the central principles of biology and relating them to everyday experience. Areas of study include biology at the subcellular and cellular levels, principles of inheritance, and processes of energy production and utilization. Three lectures per week. Corequisite courses: BIO-141.

BIO-102 General Biology II **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course emphasizing the diversity of life through a survey of the kingdoms of organisms as they have developed through time. Emphasis is placed on ecological and evolutionary relationships of the organisms studied. Three lectures per week. Prerequisites: BIO-101 BIO-141. Corequisite courses: BIO-142.

BIO-141 General Biology I Laboratory **(1.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Laboratory exercises designed to illustrate the principles considered in BIO-101. Topics include cellular structure, respiration and photosynthesis, DNA structure and function, cellular and organismal reproduction, and genetics. Meets two hours per week. Corequisite courses: BIO-101.

BIO-142 General Biology II Laboratory **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A selection of laboratory exercises designed to illustrate the basic principles presented in BIO-102, including the study of representative organisms of the groups studied in class. Dissection of preserved animals is required. Meets two hours per week. Prerequisites: BIO-101 BIO-141. Corequisite courses: BIO-102.

BIO-211 Plant Biology **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

Emphasizes seed plant anatomy, morphology, physiology, and systematics, but surveys all other plant groups as well as fungi and algae. Three lectures per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-241.

BIO-222 Invertebrate Zoology **(2.00 cr.)**
(Spring, Even Numbered Years Only)

A comparative phylogenetic study of invertebrate animals. For each group, structural and functional consideration will be given to systems of maintenance, activity and continuity. The ecological and economic importance of invertebrates is emphasized. Three lectures per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-242.

BIO-234 Principles of Ecology **(3.00 cr.)**
(Spring, Even Numbered Years Only)

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Three lectures per week. Prerequisites: BIO-101, BIO-141. Corequisite courses: BIO-244.

BIO-241 Plant Biology Laboratory **(1.00 cr.)**
(Fall, Even-Numbered Years Only)

Laboratory study of plants to illustrate and supplement lecture material presented in BIO-211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Three laboratory or field trip hours per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-211.

BIO-242 Invertebrate Zoology Lab **(2.00 cr.)**
(Spring, Even Numbered Years Only)

Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Special emphasis is placed on the observation of living animals. Students are required to rear or culture several species of invertebrates. In addition, experience in using and constructing dichotomous keys will be given. Three laboratory hours per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-222.

BIO-244 Principles of Ecology Lab **(1.00 cr.)**
(Spring, Even Numbered Years Only)

Laboratory studies of ecosystems to supplement lecture material presented in BIO-234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Three laboratory or field trip hours per week. Prerequisites: BIO-101, BIO-141. Corequisite courses: BIO-234.

BIO-251 Cell Biology **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The fundamental unit of life is the cell; therefore, cell biology forms the base upon which all modern biology and medicine is built. This course provides advanced study of microscopy and associated techniques such as freeze-fracture, fractionation, centrifugation, immunofluorescense, and cell fusion. Both prokaryotic and eukaryotic cells will be covered but the course will emphasize eukaryotic cells. Topics covered will include: cell chemistry, bioenergetics, enzymes, membranes, transport across membranes, endomembrane system, cell junctions, respiration, photosynthesis, cell cycle, cell division, information flow, gene regulation and expression, cytoskeleton, motility, contractility, signal transduction, cellular aspects of the immune response, and the cellular aspects of cancer. Three lecture hours per week. Prerequisites: BIO-101 BIO-141 CHE-111 CHE-141. Corequisite courses: CHE-112, CHE-142.

BIO-252 Human Genetics **(3.00 cr.)**

(Fall, Odd-Numbered Years Only)

A presentation of the basic concepts of human genetics including discussion of fundamental genetic principles, impacts of recent advances, and ethical issues related to human genetics. MAT-144 is a recommended prerequisite. Three lectures per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-254 Evolution-Biological Systems **(3.00 cr.)**

(Fall, Course Offered Every Year)

A study of the emergence and history of life on earth. Emphasis is put on the mechanisms that result in evolutionary change at the cellular, population, and ecosystem level. Areas covered include genetics, population ecology, speciation, and extinction. May be taken without prerequisite courses with instructor consent. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-256 Techniques in Microscopy **(1.00 cr.)**

(Fall, Course Offered Every Year)

The microscope and microscopy [techniques] are central to the development and practice of modern biology. This course provides an historical outline of microscopy and a review of its modern techniques. Topics included are phase-contrast, interference, fluorescence, confocal, scanning electron, and transmission electron microscopy. One practicum hour per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-258 Techniques in Tissue Culture **(1.00 cr.)**

(Spring, Course Offered Every Year)

A presentation of current methods in plant tissue culture. Discussion and research experiments to develop understanding and expertise in such areas as: sterile technique, plant propagation, nutritional effects, isolation and fusion of protoplasts, and other current plant tissue culture techniques. Three practicum hours per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-299 Research Development **(2.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A research development and seminar course in which freshman and sophomore level students explore processes and mechanisms for conducting original laboratory, field, or library based research. Students are required to present their findings orally and in written form. May be repeated for credit for a maximum of four semester hours. Prerequisites: BIO-101, BIO-141.

BIO-311 Histology **(3.00 cr.)**

(Spring, Even-Numbered Years Only)

A combined lecture-laboratory course. The microanatomy of mammalian tissues and organs at both the light and electron microscope level are surveyed. Histology by its nature is highly visual, therefore, lecture and laboratory work will be integrated into a unified format. Students are introduced to the basics of microscopy and microtechnique, and are responsible for tissue and organ recognition and critical interpretation. Students are given a comprehensive set of prepared slides for detailed study. Three lecture-laboratory hours per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-314 Parasitology **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

A combined lecture-laboratory course. This course is a comprehensive investigation of protozoan, helminth, and arthropod parasites with special emphasis to those of medical and veterinary importance. The techniques of parasitology are covered, including egg sedimentation, life cycle studies, animal necropsy, and the use of taxonomic keys. Students are given a comprehensive set of prepared slides for detailed study. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-321 Comparative Vertebrate Anat. **(2.00 cr.)**

(Fall, Course Offered Every Year)

A course in the comparative morphology of protochordates and vertebrates. The sequence of study includes protochordate origin, vertebrate origin, vertebrate diversity, early embryology, and the comparative morphology of vertebrate organ systems. The evolutionary and developmental history of vertebrates will be of major importance. Three lectures per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-345.

BIO-322 Human Anatomy and Physiology **(3.00 cr.)**

(Spring, Course Offered Every Year)

Study of the structure and function of the major tissues, organs, and organ systems of the human body. Three lectures per week. Corequisite courses: BIO-342.

BIO-323 Vertebrate Physiology **(3.00 cr.)**

(Fall, Course Offered Every Year)

A comprehensive study of the principal processes involved in vertebrate cells, tissues, and organ systems, including circulation, respiration, excretion, acid-base and fluid balances, digestion, reproduction, and muscle-nerve coordination and integration. Anatomy is studied as necessary to understand the functions of the different systems. Three lectures per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142, CHE-111, CHE-141, CHE-112, CHE-142. Corequisite courses: BIO-343.

BIO-325 Environmental Science **(4.00 cr.)**

(Fall, Odd-Numbered Years Only)

Application of biological and chemical principles to the study of the environment with emphasis on the diversity of methods used to study this broad field. Three class hours and three laboratory hours per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142, CHE-111, CHE-141, CHE-112, CHE-142.

BIO-334 Microbiology **(3.00 cr.)**

(Spring, Course Offered Every Year)

A course designed to provide a general understanding of the structure and function of bacterial cell types along with the application of bacteriology to certain medical, food, environmental and industrial processes. Three lectures per week. Prerequisites: BIO-101 and BIO-141; BIO-102 and BIO-142 or BIO-251; CHE-111, CHE-112 and CHE-221. Corequisite courses: BIO-344.

BIO-342 Human Anatomy and Physiology Lab **(1.00 cr.)**

(Spring, Course Offered Every Year)

Students examine the structures of the human body by use of models, charts, and dissection of preserved and fresh animal organs. Also, experiments are used to demonstrate functional aspects of the major organ systems. Three laboratory hours per week. Corequisite courses: BIO-322.

BIO-343 Vertebrate Physiology Lab **(1.00 cr.)**

(Fall, Course Offered Every Year)

Includes experimentation in cellular physiology, blood analysis and circulation, respiration, excretion, and neuromuscular function. Some dissection of preserved and fresh animal organs is required as necessary to understand organ functions. Three laboratory hours per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142 CHE-111, CHE-141, CHE-112, CHE-142. Corequisite courses: BIO-323.

BIO-344 Microbiology Laboratory **(1.00 cr.)**

(Spring, Course Offered Every Year)

A series of laboratory exercises chosen to acquaint students with procedures used in studying bacteria, including aseptic technique, culturing methods and staining techniques. Students isolate strains from natural habitats and also carry out exercises associated with food and medical microbiology. Three laboratory hours per week. Prerequisites: BIO-101 and BIO-141; BIO-102 and BIO-142 or BIO-251; CHE-111, CHE-112, CHE-221. Corequisite courses: BIO-334.

BIO-345 Comparative Vertebrate Anatomy Lab **(2.00 cr.)**

(Fall, Course Offered Every Year)

A vertebrate dissection course. A comparative systems approach is used in the detailed dissection of the lamprey, dogfish shark, mudpuppy, and cat. The course also includes the microscopic and gross examination of hemichordates and protochordates. Three laboratory hours per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-321.

BIO-352 Symbiology **(3.00 cr.)**

(Fall, Course Offered Every Year)

The study of symbiosis [living together] between different species of organisms. Long term and less permanent relationships will be studied. Examples from all biological kingdoms will be used and the diversity of those relationships will be examined. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-356 Biotechnology **(4.00 cr.)**

(Fall, Course Offered Every Year)

This course will cover the basic techniques used in molecular biology and biotechnology. The course has both lecture and laboratory components in which fundamental concepts and techniques will be presented and then practiced. The laboratory skill introduced in this class would be useful for students interested in pursuing graduate studies or employment in research laboratories, and those interested in environmental or health issues. Prerequisites: BIO-101, BIO-141, BIO-102, 142 or 251, CHE-111, CHE-141, CHE-112, CHE-142.

BIO-358 Aquatic Field Studies **(2.00 cr.)**

(Fall, Even-Numbered Years Only)

This course provides experience in the techniques required for research in the aquatic environment. Aspects of organism identification, habitat classification, water chemistry, and sampling techniques will be included. One three-hour field meeting per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142, CHE-111, CHE-141, CHE-112, CHE-142, MAT-245.

BIO-359 Terrestrial Field Studies **(2.00 cr.)**

(Spring, Odd-Numbered Years Only)

This course provides experience in the techniques required for research in the terrestrial environment. Aspects of organism identification, community classification, soil study, and sampling techniques will be included. One four-hour field meeting per week. Prerequisites: BIO-101, BIO-141, BIO-102k BIO-142, CHE-111, CHE-141, CHE-112, CHE-142, MAT-245.

BIO-431 Genetics **(3.00 cr.)**

(Fall, Course Offered Every Year)

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. MAT-144 or the equivalent is a recommended prerequisite. BIO-461 is a corequisite for Biology majors. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-436 Biochemistry **(3.00 cr.)**

(Spring, Course Offered Every Year)

A study of the chemistry of biological systems including metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Also offered as CHE-436. Three lectures per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241, BIO-101, BIO-141.

BIO-446 Biochemistry Laboratory **(1.00 cr.)**

(Spring, Course Offered Every Year)

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Also offered as CHE-446. Three laboratory hours per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241, BIO-101, BIO-141. Corequisite courses: BIO-436.

BIO-461 Genetics Laboratory **(1.00 cr.)**

(Fall, Course Offered Every Year)

Collection of laboratory exercises designed to provide practical exposure to some of the general principles considered in BIO-431. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. MAT-144 or the equivalent is recommended. Three laboratory hours per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-431.

BIO-498 Honors Thesis in Biology **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This is a research and seminar course in which junior or senior level students who are members of the Honors and/or Teaching Fellows Programs conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. The project must meet Honors Program thesis requirements as well as expectations of the biology faculty. A research proposal form completed by the student, faculty mentor, and Honors Program Director is required for registration. Honors Scholars and Teaching Fellows with concentrations in Molecular Biology, Environmental Science, and Biological Diversity are required to complete one semester of BIO-499 and one semester of BIO-498 for a total of six hours.

BIO-499 Senior Research **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Senior Research is a research and seminar course in which junior and senior level students conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. Students with concentrations in Molecular Biology, Environmental Science, and Biological Diversity are required to complete two semesters of BIO-499 for a total of six hours.

Birth–Kindergarten Licensure

BK-337 Observation of Young Children (3.00 cr.)
(Fall, Course Offered Every Year)

The history, philosophy, and practice of observing, documenting, and analyzing children's behavior within an ecological framework will be presented. Specific observational techniques to assess adult-child and child-child interactions, assessment of play, and environmental assessment will be presented. Students will develop an assessment portfolio for individual children. Prerequisites: PSY-210 or PSY-310, and CD-234, CD-334.

BK-341 Variations in Early Development (3.00 cr.)
(Spring, Course Offered Every Year)

An examination of biological and environmental factors and their interactions as they impact the development of young children, and may interfere with typical growth and development. The effects of various risk factors, developmental delays or disabilities on patterns of development in the physical, cognitive, language, social-emotional, and adaptive domains will be discussed. Prerequisites: PSY-210 or PSY-310, and PSY-312, CD-234, CD-334. Corequisite courses: CD-340, BK-342.

BK-342 Practicum (1.00 cr.)
(Spring, Course Offered Every Year)

Placements in a variety of center-based settings that serve children of varying ages and abilities. This field-based experience will give students the opportunity to conduct observations designed to assess how the learning environment supports development and can be modified to meet individual children's needs. Prerequisites: PSY-210 or PSY-310, and PSY-312, CD-234, CD-334. Corequisite courses: CD-340, BK-341.

BK-445 Advanced Curriculum Development (3.00 cr.)
(Spring, Course Offered Every Year)

This course will focus on the application of developmental theory to curriculum planning and developmentally appropriate practice; on linking assessment and curriculum planning; and on adapting and evaluating curriculum to promote the integration of young children of various developmental levels and abilities. The course will also introduce students to the major theories, research, and controversies regarding the emergence of literacy, writing, and mathematical concepts and explore how assistive technology supports children's development. This course is taken during the block semester concurrently with student teaching. Prerequisites: CD-234, CD-334, CD-336, CD-340, CD-434, BK-337, BK-341, BK-342.

BK-460 Clinical Internship: Infant/Toddler (3.00 cr.)
(Fall, Course Offered Every Year)

Supervised clinical internship with infants and toddlers under the direction of a cooperating teacher with faculty supervision. Full-time teaching assignments with weekly seminars. Course fee assessed. Instructor's consent required. Prerequisites: CD-234, CD-334, CD-336, CD-340, CD-434, BK-337, BK-341, BK-342. Corequisite courses: BK-465.

BK-465 Teaming and Collaboration (3.00 cr.)
(Fall, Course Offered Every Year)

This seminar will introduce students to the function of interdisciplinary, multidisciplinary and transdisciplinary teams and the primary disciplines involved in the delivery of services to young children and their families. The role of the professional in assessment, planning, intervention, and case management will be examined as will the mechanisms whereby these services are coordinated, and the strategies for implementing interdisciplinary, and multi-disciplinary and transdisciplinary programs. Issues related to ethics and professional conduct will be discussed. Instructor's consent required. Prerequisites: CD-234, CD-334, CD-336, CD-340, CD-434, CD-438, BK-341, BK-342, BK-337. Corequisite courses: BK-460.

BK-469 Field Experience (1.00 cr.)
(Spring, Course Offered Every Year)

This course provides the student with an opportunity to observe and work with a cooperating teacher for 12 hours a week for 5 to 6 weeks. The student will develop relationships with the children and teachers where she will do her student teaching. The student will become familiar with the philosophy, routines, and strategies used in the classroom. She will become familiar with school policies, resources, and personnel in preparation for her student teaching. The seminar, consisting of regular group meetings during the 5 to 6 week block period, will focus on effective teaching in North Carolina and professionalism. Corequisite courses: BK-445, CD-436, EDU-490.

Business

BUS-110 Fundamentals of Business (3.00 cr.)
(Spring, Course Offered Every Year)

A survey of business, introducing major operations of a firm, including marketing, production, finance, and human resource management. This course also examines the economic, social, and political environment of business. May not be counted toward a major in the department.
(Not open to junior and senior majors in the School of Business.)

BUS-240 Principles of Management (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the theory and application of management principles skills, and functions in the achievement of organizational efficiency and effectiveness. Not open to freshmen.

BUS-260 Principles of Marketing (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer. Not open to freshmen.

BUS-310 International Business (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the policies, institutions, and practices of international business and trade, with emphasis on the global integration of the United States' economy; international commercial and financial practices; international marketing and management techniques; differences in the cultural environment and customary business methods; and the role of multinational corporations. Prerequisites: BUS-240, BUS-260, ECO-100.

BUS-340 Business Law (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An examination of the legal and regulatory environment of business, including ethics and the place of law in society. Not open to freshmen.

BUS-344 Business Communications (3.00 cr.)

(Varies-Contact Dept. Head)

Preparation, composition, and analysis of formal business reports and letters, with emphasis on organization, grammar, and format. Skill building in oral communications through presentations and group decision-making exercises. Application of organizational thinking needed to solve communication problems encountered in the business setting.

BUS-345 Quantitative Methods (3.00 cr.)

(Varies-Contact Dept. Head)

An introduction to the techniques of quantitative analysis of data for business decisions. Major topics covered will include decision making under certainty and uncertainty, decision criteria, and linear programming. Prerequisites: BUS-240, MAT-245.

BUS-348 Organizational Behavior (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An analysis of individual and work group characteristics and those organizational factors which influence individual behavior within the organizational setting. The concepts studied include individual differences, small group dynamics, job and system design, leadership, motivation, and communication. Prerequisites: BUS-240.

BUS-350 Human Resource Management (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An examination of the principles, practices, and underlying theories of human resource management in relation to employee selection; training, motivation, and remuneration; interpersonal and group relationships; manpower planning. Prerequisites: BUS-240.

BUS-352 Training and Development (3.00 cr.)

(Fall, Course Offered Every Year)

A study of the principles of training and development, training needs, assessment, training solutions to organizational problems, skill training, different training options, and ways of integrating new behavior and attitudes into the organizational system. Prerequisites: BUS-240.

BUS-361 Consumer Behavior (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the impact of such factors as personality, motivation, perception, learning, attitudes, cultural and social influences, and life-style changes on buying behavior. A review of sociological, psychological, and economic models of behavior will be included. Prerequisites: BUS-260.

BUS-365 Marketing Research (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An examination and application of the process of planning a research project, gathering and analyzing secondary and primary data, and reporting (in writing and orally) the results for decision-making purposes. Applicable to those interested in social and behavioral sciences as well as business. Prerequisites: BUS-260, MAT-245.

BUS-369 International Marketing (3.00 cr.)

(Spring, Course Offered Every Year)

An examination of the economic, political, legal, and social constraints on marketing abroad and an analysis of the management and operational strategies of firms engaged in international marketing. Special emphasis is on differences between start-up operations and established multinational firms. Prerequisites: BUS-260.

BUS-370 Corporation Finance (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ACC-231, ECO-101, MAT-245.

BUS-452 Compensation and Benefits (3.00 cr.)

(Spring, Course Offered Every Year)

A study of the principles of compensation and benefits, job analysis and job evaluation, market surveys and their effects on pay structure, performance pay and incentives, benefits, services and the comparable worth issue. Prerequisites: BUS-350.

BUS-456 Industrial Relations (3.00 cr.)

(Fall, Odd-Numbered Years Only)

An examination of the U.S.A. management and labor relations from 1750 to present. Two distinct periods, one from 1750 to 1950 and the other from 1950 to present, are studied. Included are such factors as: history of the U.S. management and labor movement; labor and social legislation; and the union vs. non-union strategies. Approaches include lectures, field trips, videos, assigned readings and guest lectures. Prerequisites: BUS-240.

BUS-458 Employment Law (3.00 cr.)

(Fall, Even-Numbered Years Only)

A study of the principles of employment law including the employer-employee relationship, selection of employees, the Civil Rights Act, affirmative action, discrimination, and government regulations of the workplace.

BUS-466 Sales Management (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An analysis of professional selling practices with emphasis on the selling process and sales management. It will include the foundations of selling to organizational customers and to the ultimate consumer, and the management of the sales functions. Prerequisites: BUS-240 BUS-260.

BUS-467 Advertising & Sales Promotion (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An examination of the creative process, from strategy to execution, of advertising and promotional materials. Students will be required to develop the strategies, media plans, and draft executions of advertising and promotion materials. Prerequisites: BUS-240 BUS-260.

BUS-468 Marketing Management and Planning (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the management and planning required for the development of marketing plans for products and services; a disciplined analysis of the needs, wants, perceptions, and preferences of markets as the basis for setting objectives and developing the plans to accomplish them. Students will be required to develop and present marketing plans for organizations. Prerequisites: BUS-240 BUS-260.

BUS-472 Intermediate Financial Management (3.00 cr.)

(Spring, Course Offered Every Year)

An in-depth study of the applications of theory to financial decisions involving optimal capital structure, capital budgeting criteria, and long- and short-term financing. Prerequisites: BUS-370.

BUS-474 Investment Analysis & Portfolio Management (3.00 cr.)

(Fall, Course Offered Every Year)

A study of the theory and practice of portfolio management; analysis of securities; risk evaluation; alternative investment opportunities; and optimizing behavior of the individual investor. Prerequisites: BUS-370.

BUS-480 Business Internship (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Limited to senior majors with a minimum GPA of 2.00. Students may not receive credit for both BUS-480 and BUS-481. May not be taken simultaneously with either COE-302 or COE-403. Pass/Fail grading only.

BUS-481 Human Resource Management Internship (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Limited to senior majors and minors in Human Resource Management and a minimum GPA of 2.00. Students may not receive credit for both BUS-480 and BUS-481. May not be taken simultaneously with either COE-302 or COE-403. Pass/Fail grading only.

BUS-495 Business Policy (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An in-depth study of managerial policy formulation, strategies, and problems, including the influence of economic, social, and governmental factors. Required for all concentrations within the Business Administration Major and the International Business Major. Must have senior standing. Prerequisites: ACC-330, ACC-332 or ECO-300, BUS-240.

BUS-498 Honors Thesis in Business (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. The project must meet Honors Program thesis requirements as well as expectations of business faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

BUS-499 Research in Business (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. It represents a study or investigation conducted by an undergraduate that makes an intellectual contribution to business. Junior or senior standing only. May be repeated for credit for a maximum of six credit hours.

BUS-764 Teaching of Business (3.00 cr.)

(Fall, If Sufficient Demand)

Methods and materials for teaching business subjects in the secondary schools; attention given to the study of philosophy and the objectives of business education and the importance of planning and evaluation.

Child Development

CD-234 The Preschool Child (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the behavior and development of young children two through eight years of age. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh Preschool. Content includes major developmental theories and research applications. Three hours of lecture and three hours of laboratory each week.

CD-299 Introduction to Research in Child Development (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and questions in Child Development. This course will provide an introduction to research methods in social science and child development. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: CD-234.

CD-334 Infant Development (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will provide the theoretical foundations of infant-toddler development as students examine the current research on the growth and development of very young children from a multidisciplinary perspective. Students will participate concurrently in a field experience in a program serving infants and toddlers. Prerequisites: CD-234.

CD-335 Marriage/Family Relationships (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A functional course designed to help the student achieve an understanding of family systems, personality, communication, and decision making as related to successful marriage and family living.

CD-340 Young Children's Learning Environments (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course is designed to introduce the student to standards and methods for evaluating the quality and effectiveness of inclusive learning environments for young children. It will focus on how the structure and organization of the indoor and outdoor environments influence the development and learning of children, and how interactions with peers and adults influence development and learning. The role of play and the role of teacher-child interactions in facilitating the goals of inclusion and developmentally appropriate practice will be emphasized. BK-341 and BK-342 are corequisite courses for students seeking B-K licensure. Prerequisites: CD-234, CD-334.

CD-345 Preschool Curriculum (4.00 cr.)

(Fall and Spring, Course Offered Every Year)

Students will design and implement activities that integrate multiple developmental areas and levels of ability that are in accordance with the guidelines of developmentally appropriate practice. Placements will be in preschool programs that provide services for typically and atypically developing children. Instructor's consent required. Course fee assessed. Prerequisites: CD-234, CD-340, CD-334.

CD-434 Infant Curriculum **(3.00-4.00 cr.)**
(Fall, Course Offered Every Year)

Methods of developing, implementing, and evaluating curriculum experiences which are developmentally based for both typical and atypical infants and toddlers will be addressed. Program issues that relate to the needs of infants and toddlers and their families will be examined. Three hours of field experiences per week. Instructor's consent required. Course fee assessed. Prerequisites: CD-234, CD-340, CD-334.

CD-436 Administration of Programs for Young Children **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of administration and the role of leadership in programs serving young children. Primarily through project and portfolio work, students will demonstrate competency in understanding the role of developmental theory in establishing and developing programs; the practical needs of programs in terms of staffing, financial management, licensing, environmental design, equipping and furnishing classrooms; working with parents and governing boards; and assessment and development of teaching staff. Health, safety, and nutritional concerns will also be addressed. May be taken without prerequisite course with permission from the instructor. Prerequisites: CD-234, CD-334, CD-340.

CD-438 Support & Strengthening Families **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An overview of current information related to working with families of young children. Family and social systems theories and research provide a foundation for an ecological transactional view of families of diverse structural and sociocultural backgrounds. The emphasis of the course is on providing family-centered services that support and strengthen the family unit. Prerequisites: CD-234, CD-334, BK-337.

CD-440 Readings Preschool Education & Early Intervention **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course will trace the history of early childhood, preschool education and early special education in the U. S. A special focus will be on examining theoretically based preschool curriculum models and early intervention models. The course will also cover the evolution of legislative policy, and practices in early education from both national and international perspectives. Current trends, legislative and policy issues will be investigated. Field work in early childhood classrooms and special programs will offer the opportunity for a student to begin or expand her current knowledge base. Prerequisites: CD-234.

CD-450 Advanced Practicum & Seminar **(4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Supervised student teaching will provide an in-depth opportunity for students to plan and implement developmentally appropriate curriculum and instruction for young children. Student teaching is co-supervised by a cooperating classroom teacher and a member of the Child Development faculty. In addition to 200 contact hours spent in the classroom, students will meet weekly to discuss, analyze, and evaluate their field experiences. Course fee assessed. Instructor's consent required. Prerequisites: CD-234 CD-334, CD-340, CD-345.

CD-498 Honors Thesis in Child Development **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the child development faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

CD-499 Research in Child Development **(1.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research project investigating topics and questions in Child Development. This course will provide an introduction to research methods in social science and child development. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: CD-234, CD-334, BK-337.

Chemistry

CHE-100 Chemistry and Society **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

A study of the fundamental principles of chemistry including atomic structure, chemical bonding, and the laws of conservation of mass and energy. In addition, this course will emphasize aspects of chemistry relevant to today's society. Prerequisites: CHE 111, CHE 141

CHE-111 General Chemistry I **(3.00 cr.)**
(Fall and Summer, Course Offered Every Year)

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours per week. High school chemistry or CHE-100 is strongly recommended as a prerequisite to this course. Corequisite courses: CHE-141.

CHE-112 General Chemistry II **(3.00 cr.)**
(Spring and Summer, Course Offered Every Year)

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours per week. MAT-144 is strongly recommended as a prerequisite. Prerequisites: CHE-111, CHE-141. Corequisite courses: CHE-142.

CHE-141 General Chemistry I Laboratory **(1.00 cr.)**
(Fall and Summer, Course Offered Every Year)

Laboratory experiments designed to supplement the work in CHE-111. Three laboratory hours per week. Corequisite courses: CHE-111.

CHE-142 General Chemistry II Lab **(1.00 cr.)**
(Spring and Summer, Course Offered Every Year)

Laboratory experiments designed to supplement the work in CHE-112, including qualitative and quantitative analysis. Three laboratory hours per week. Prerequisites: CHE-111, CHE-141. Corequisite courses: CHE-112.

CHE-221 Organic Chemistry I **(3.00 cr.)**
(Fall, Course Offered Every Year)

Essential principles, reaction mechanisms, structures and stereochemistry of carbon compounds. Three class hours per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142. Corequisite courses: CHE-241.

CHE-222 Organic Chemistry II **(3.00 cr.)**

(Spring, Course Offered Every Year)

A continuation of CHE-221, emphasizing reaction mechanisms, stereochemistry, and physical methods of structure determination. Three class hours per week. Prerequisites: CHE-221, CHE-241. Corequisite courses: CHE-242.

CHE-241 Organic Chemistry I Laboratory **(1.00 cr.)**

(Fall, Course Offered Every Year)

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142. Corequisite courses: CHE-221.

CHE-242 Organic Chemistry II Lab **(1.00 cr.)**

(Spring, Course Offered Every Year)

Experimental organic chemistry with emphasis on qualitative analysis of organic compounds using chemical tests and instrumental analysis. Three laboratory hours per week. Corequisite courses: CHE-222.

CHE-299 Introduction to Research **(1.00-2.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. CHE-111 is strongly recommended as a prerequisite to this course. Course may be repeated for credit for a maximum of three semester hours.

CHE-350 Quantitative Analytical Chem. **(4.00 cr.)**

(Spring, Even-Numbered Years Only)

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, chromatographic, and electroanalytic methods. Three class hours and three laboratory hours per week. Prerequisites: CHE-112.

CHE-415 Special Topics in Chemistry **(1.00-3.00 cr.)**

(Spring, Course Offered Every Year)

Special topics in chemistry such as instrumental analysis, advanced organic chemistry, polymer chemistry, industrial chemistry, or chemometrics. Instructor's consent required.

CHE-420 Chemistry of Thermodynamics & Kinetics **(3.00 cr.)**

(Fall, Even-Numbered Years Only)

A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures per week. Prerequisites: CHE-112, PHY-212, MAT-211.

CHE-430 Atomic and Molecular Structure **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

A study of the modern theories of atomic and molecular structure and chemical bonding. Also offered as PHY-430. Three lectures per week. Prerequisites: CHE-112, PHY-212, MAT-211.

CHE-436 Biochemistry **(3.00 cr.)**

(Spring, Course Offered Every Year)

A study of the chemistry of biological systems including metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Also offered as BIO-436. Three lectures per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241, BIO-101, BIO-141.

CHE-441 Experimental Physical Chemistry I **(1.00 cr.)**

(Fall, Even-Numbered Years Only)

Laboratory experiments in thermochemistry, equilibria, and kinetics with emphasis on mathematical treatment of data and technical report writing. Corequisite courses: CHE-420.

CHE-442 Experimental Physical Chemistry II **(1.00 cr.)**

(Spring, Odd-Numbered Years Only)

Laboratory experiments to accompany the theoretical studies of atomic and molecular structure and chemical bonding in CHE-430. Corequisite courses: CHE-430.

CHE-446 Biochemistry Laboratory **(1.00 cr.)**

(Spring, Course Offered Every Year)

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Also offered as BIO-446. Three laboratory hours per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241, BIO-101, BIO-141. Corequisite courses: CHE-436.

CHE-474 Inorganic & Bioinorganic Chemistry **(3.00 cr.)**

(Fall, Odd-Numbered Years Only)

A study of advanced concepts of theoretical and descriptive inorganic chemistry with relevant biochemical examples. CHE-222 is strongly recommended as a prerequisite to this course. Prerequisites: CHE-221, CHE-241.

CHE-490 Seminar **(1.00-2.00 cr.)**

(Spring, Course Offered Every Year)

May be taken for credit more than one semester. Pass/Fail grading only.

CHE-49B Honors Thesis in Chemistry **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Open to senior chemistry majors who are members of the Honors and/or Teaching Fellows Programs. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. The project must meet Honors Program thesis requirements as well as the expectations of the chemistry faculty. Prerequisites: CHE-222.

CHE-499 Research **(1.00-2.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Open to junior and senior chemistry majors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. Prerequisite: CHE-222.

Chinese

CHI-100 Introduction to Chinese Language (3.00 cr.)

(Spring, Course Offered Every Year)

This course provides students a unique opportunity to study Mandarin Chinese with a native speaker who is an expert in teaching foreign languages. While writing, reading and culture are important dimensions of this course, the principal focus is on speaking. Since this is a one-semester only course, it does not satisfy the General Education foreign language competency requirement.

Computer Information Systems

CIS-120 Spreadsheets (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Introduction to and development of skills in the creation and use of spreadsheets. The student will also learn how to set up and create graphs from spreadsheets and to create macros. Extensive use of microcomputer software such as Excel.

CIS-121 Spreadsheets II (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course is a continuation of CIS-120. Students will learn how to use Excel as a practical business tool with in-depth use of formulas and functions and efficient worksheet and workbook design. Some topics in Excel databases and the creation of simple macros will also be covered. Prerequisite: CIS/BUS-120 or competency in spreadsheets.

CIS-140 Databases (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Creating a database structure, entering and updating data, generating reports based on querying the database. This course includes a project. Hands-on use of software such as MS Access.

CIS-154 Creating Pages for the WWW (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Students learn how to create their own web pages. Tools include a simple text editor and graphics conversion programs. The course culminates in the presentation of each student's project to the class: a multi-screen, inter-related presentation using HTML to integrate text and graphics.

CIS-156 Web Site Design & Management (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course requires extensive use of an HTML editor and a web design package to create web pages and web sites. Students will also learn site planning management. This will include learning to plan web sites and planning and assessing visitor involvement. Specific topics and techniques include: tables, frames, forms, cascading style sheets, use of animation and sound, and image creation and manipulation. Additional topics will include dynamic content, Javascript, XML, file management, file transfer protocol and web site evaluation.

CIS-160 SAS Programming (3.00 cr.)

(Fall, Even-Numbered Years Only)

A course in programming in the high-level programming language of SAS which is used extensively in business, government, and education. By the end of the course the student will be able to immediately apply her skills in real-life programming solutions. Applications in data gathering and manipulation, report generation, and elementary statistical procedures. No previous programming experience is required. Prerequisite: computer literacy. Prior experience in statistics is recommended.

CIS-240 Visual Basic (3.00 cr.)

(Spring, Even-Numbered Years Only)

An introduction to programming in Visual Basic. Emphasis will be placed on the event-driven, graphical nature of Visual Basic, as opposed to procedure-oriented programming. Topics include form layout, event-driven Windows programming concepts, variables and data types, objects and properties, control structures, file management, accessing databases, linking applications, Web page development from a Visual Basic application, and developing and using ActiveX controls. This course is intended for those with programming experience. May be taken without prerequisite course with instructor's consent. Prerequisites: CSC-201.

CIS-299 CIS Research (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will allow freshman and sophomores to participate in original research in computer information systems. Maximum credit—6 hours

CIS-312 Information Systems Management (3.00 cr.)

(Spring, Course Offered Every Year)

The main theme of the course is solving problems and creating opportunities with technology in an organizational setting. Topics include how information systems affect and are affected by organizational goals and strategies; basic overviews of the components of an information system; hardware, software, data storage and retrieval, and network communications; the Internet; the information systems development process; and systems development as planned organizational change. Also offered as CSC-312. Prerequisite: Completion of the General Education fundamental computer skills competency requirement.

CIS-315 Database Theory and Design (3.00 cr.)

(Fall, Course Offered Every Year)

This course emphasizes the concepts and structures necessary to design and implement a database management system. Topics include hierarchical, network, and relational data models, data dependencies and schema, relational algebra and relational calculus, data normalization, query languages, security and integrity. The relational models will be explored in depth. Students will gain practical experience in planning, evaluating, and using database management system technology. Also offered as CSC-315. Prerequisites: CIS 140, CSC-301.

CIS-370 Ethics and Information Technology (1.00 cr.)

(Spring, Course Offered Every Year)

Discussion of the ethical and legal issues created by the introduction of information technology into every day life. Codes of ethics for computer users. Topics may include, but are not limited to, information ownership, individual privacy, computer crime, communications and freedom of expression, encryption and security. Prerequisites: 5 credits; from CIS, CSC.

CIS-407 Software Engineering (3.00 cr.)

(Spring, Odd-Numbered Years Only)

Introduction to the principles of design, coding, and testing of software projects; the software development cycle; and managing the implementation of large computer projects. Students undertake a large team project. Also offered as CSC-407. Prerequisites: CSC-301.

CIS-412 Systems Analysis and Design (3.00 cr.)

(Fall, Even-Numbered Years Only)

An overview of the software development life cycle, focusing on the analysis and design phases: problem identification, requirements analysis and specification. Use of automated tools. Alternative approaches including object-oriented analysis and design will also be discussed. Prerequisites: CIS-312 or CSC-312.

CIS-498 Honors Thesis in Computer Information Systems (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

With a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the computer science faculty. Limited to seniors or second semester juniors, honors students and/or teaching fellows.

CIS-499 Senior Thesis (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to junior and senior majors. Maximum credit—6 hours.

Cooperative Education

COE-302 Cooperative Education (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Supervised professional employment related to student career goals alternating with or paralleling academic study. Students must have sophomore standing and a minimum GPA of 2.00 in order to enroll. The number of hours credit is determined by the number of hours worked. Requires the signature of the Director of Cooperative Education to enroll. A maximum of 8 hours may be earned in COE-302 and COE-403 combined. Pass/Fail grading only. Instructor's consent required.

COE-403 Cooperative Education (1.00-4.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Supervised professional employment related to student career goals. The number of credit hours is determined by the number of hours worked. The signature of the Director of Cooperative Education is required before enrolling in this course. A maximum of 8 hours may be earned in COE-302 and COE-403 combined. Pass/Fail grading only. Instructor's consent required. Prerequisites: COE-302.

Communication

COM-100 Introduction to Communication Studies (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will include an introduction to each of the fields of communication. These include, but are not limited to: human communication [such as interpersonal and group], performance communication [such as public speaking and oral interpretation], and mass communication [such as advertising and public relations, TV, and print].

COM-140 House Management (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

The practicum is designed to give the student practical experience through production of performance work. Students will choose 1 hour from 3 choices to fulfill the 1 hour requirement. (1 hour = 3 hours of service per week). Students in Communication would apply practical experience in Meredith College's communication environments such as providing publicity, house management, and box office for the theatre program, service to media services, marketing, and other eligible on-campus communication outlets.

COM-141 Publicity (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

See COM-140.

COM-142 Box Office (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

See COM-140.

COM-150 Voice and Articulation (3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

A course designed to develop flexibility and expression in the human voice. It is intended for, but not limited to, students who wish to have a career in which strong verbal skills are important. Units include phonetics, accent reduction (Standard American English), projection, resonance, articulation, breathing, vocal anatomy, and vocal variety.

COM-225 Public Speaking (3.00 cr.)

(Fall and Spring Course Offered Every Year)

A basic introduction to communication, primarily through public speaking, that stresses organization and delivery of spoken messages. Units include informative speaking, special occasion speaking, the use of language in oral style, audience analysis, and the use of logic and critical thinking in persuasive communication.

COM-260 Interpersonal Communication (3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

An introduction to relational communication. The student should increase her sensitivity of communication skills by questioning habits, traditions, and current ideas and behaviors related to person perception and communication. Through lectures, discussion, activities, and exercises, students will attain the knowledge and skills to become more effective communicators. They will also increase their awareness of everyday communication behaviors.

COM-290 Introduction to Mass Communication (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introduction to the field of mass communication that deals with the examination of radio, newspapers, magazines, film, television and the internet. The course includes historical backgrounds of each division, career opportunities, current trends, and predictions. It is designed to enhance student appreciation of the various components of mass media.

COM-300 Small Group Communication (3.00 cr.)

(Fall, Course Offered Every Year)

Theory and practice of effective communication in small groups, including: stages of group development, role emergence, leadership functions, decision making strategies, conflict management, and the significance of power.

COM-325 Oral Interpretation of Literature (3.00 cr.)

(Fall, Course Offered Every Other Year)

An approach to the study of literature that uses performance as its primary "way of knowing." Students will apply various theories of interpersonal communication to the analysis of literary texts. This will lead to performances in each of the genres studied. Genres include prose fiction, poetry, and Shakespearean drama. Concepts include the implied author, personae, reliable and unreliable narrators, kinesthetics of poetic texts, and speech acts that can best be communicated through performances. This course does not satisfy the general education literature elective requirement. Prerequisites: ENG-201 or COM-225.

COM-330 Video Production (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introductory study of studio and field television production. The course concentrates on basic shooting and editing techniques and the ability to understand and participate in the various operations that help to run a television studio. All editing is now taught on a state-of-the art AVID system.

COM-350 Business & Professional Communication (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

The nature of communication theory and practice in business and professional settings. Development of individual, dyadic, group, and organizational communication proficiencies. Supervisory/subordinate and peer communication, active listening, group communication, and presentational speaking. Prerequisites: COM-225.

COM-360 Writing for the Media (3.00 cr.)

(Spring, Course Offered Every Year)

The theory and practice of writing for print and broadcast media on an introductory level. Areas of study involve writing for newspapers, magazines, radio news, television news, documentaries, film, and public relations. The course is taught in a seminar-workshop environment.

COM-370 Nonverbal Communication (3.00 cr.)

(Fall, Course Offered Every Year)

Theory and research in nonverbal communication, including environment, space, physical appearance, body movement, eyes and facial expressions, and social cues. Nonverbal communication in personal, workplace, and cultural settings.

COM-375 Gender Communication (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Effects of gender on the interpersonal communication process. Explanations of gender differences, communication about women and men via language and media, and interpersonal communication.

COM-380 Communication Ethics (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course introduces students to the laws and ethical issues that are involved in public and mass communication. Includes a review of First Amendment, censorship, libel, slander, obscenity laws, and media regulation. Students engage in a review of ethical theories as related to communication and ethical problem solving.

COM-390 Intercultural Communication (3.00 cr.)

(Fall, Course Offered Every Year)

This course offers students a survey of contemporary scholarship related to processes of intercultural communication. The course will consider the important role of contexts (social, cultural, historical) in intercultural interactions. We will examine the complex relationship between culture and communication from several conceptual perspectives, concentrating on three: social/psychological, interpretive, and critical. By applying these perspectives students will come to appreciate the complexities and tensions involved in intercultural interactions. This learning process should enhance self-reflection, flexibility and sensitivity in intercultural communication.

COM-400 Special Topics in Communication (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Seminars will investigate a specific topic from a communication perspective. Addresses the various communication contexts that are the basis of current pedagogy in the field. These contexts include rhetorical criticism, mass communication, human communication, and organizational communication. Examples of specific topics include conflict management, persuasion, and mediated communication. May be taken on multiple occasions when topics vary.

COM-410 Senior Thesis (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

A guided individual project combining research in some area of communication studies with significant practical application of communication skills (e.g. a major public address, performance, workshop, video, lecture, etc.). This project will be approved in advance and implemented under the supervision of the instructor. A detailed outline and annotated bibliography is required by midterm.

COM-450 Relational Communication (3.00 cr.)

(Spring, Course Offered Every Year)

An advanced seminar course focusing on theory of family, romantic, and friendship relationships exploring the developmental, maintaining and deterioration stages. Emphasis on verbal, nonverbal, listening, and conflict resolution. Prerequisites: COM-260.

COM-495 Communication Theory (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An advanced course focusing on various contemporary theories of human communication. There will be an emphasis on the theoretical foundations of the study of human communication in a variety of contexts. Prerequisites: COM-225 COM-260.

COM-498 Honor's Thesis (3.00 cr.)

An honors thesis involves a scholarly scientific project selected by the communications major in consultation with her advisor and subject to departmental approval, which will involve conducting a pilot study focusing on her area of specialization. Research, observation, and writing and interpreting results will all be conducted by the student. In addition, the student is required to present her thesis orally in an appropriate setting to an audience.

COM-499 Communication Research Project (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a communication faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior majors and others by permission. Prerequisites: COM-410 or COM-495.

COM-930 Community Internship (3.0 cr.)

Communication skills may be applied in a wide variety of contexts. Ongoing internships are available for both concentrations in public relations, the Raleigh Chamber of Commerce, local businesses, Exploris, Dispute Settlement Centers, N.C. Women's Correctional Institute, N.C. State Government, Triangle Reading Service, Hopeline and local television and radio stations

General Education Core

CORE-100 The Context of Culture (4.00 cr.)

(Fall and Spring, Course Offered Every Year)

The Context of Culture is a common foundational course for all Meredith students. In it we will examine histories, myths, stereotypes, and current facts about Native, European, African, Latino, and Asian cultural groups that participate in our democratic society. We will conduct research, and through critical reading, thinking, and writing, we will discover how different cultural beliefs about gender, economic class, race, and religion affect how we see ourselves and how others see us in the United States. We will explore our own cultural backgrounds, describe how our home and community cultures have influenced who we are, read the stories of U.S. citizens from different cultural backgrounds, and watch film and video depictions of their histories and their lives. We will attend community events and participate in community activities. Six extra-class reflection sessions and a culminating group project and presentation are required.

CORE 201, The World in Context: 20th Century History and Literature (6.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course linkage combines HIS 103, The World in the 20th Century and ENG 203, World Literature in the 20th Century. This linkage creates a learning community that will involve the study of significant 20th century events, issues and developments from a predominantly non-western perspective. Literature selections come from a selected sample of non-western cultures and weave together with predominant historical themes such as colonialism; war and revolution; class, caste, and race. Format will be lecture-discussion; film and other media will be employed. Application toward general education requirements as CORE 200 and Literature elective (ENG 203) and history requirement or elective in Cultural Perspectives (HIS 103).

CORE 203 Latin America: History, Religion, & Culture (6.00cr.)

(Fall and Spring, Course Offered Every Year)

This course linkage combines HIS 200 History of Latin America and REL 200 Latin American Liberation Theology. Through the use of various themes--such as, conquest, independence, relations between the church and state, revolution, liberation and dependency—this linkage will explore the varied social, cultural, religious, economic and political realities of Latin America. Films will be used throughout this linkage to connect the two distinct courses. Counts toward general education requirements as CORE 200 and Cultural Perspectives elective.

CORE 204 World Food (6.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course linkage combines FN 227, Introductory Nutrition and GEO 205 World Regional Geography. Students will discover how geography and culture intertwine to influence diet and cuisine in selected regions of the world. They will explore how people around the world meet their nutritional needs through their unique culinary traditions, and how recent developments related to population, urbanization, economic activity and globalization function as a force changing the structure of human activity and diet. Students will experience first hand some of the different foods of the world. Application toward general education requirements as CORE 200 and Social and Behavioral Science elective (GEO 205).

CORE 205 Places and Pathologies: Medieval Pilgrimage Routes (6.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course linkage combines MRE 201 Pilgrims Poets and Prophets with BIO 203 Death, Disease, and Sex in Medieval Europe. Using the medieval pilgrimage routes as a conceptual template for the study of history, students examine the communication of ideas through narrative poetry and prose, visual art, and the pronouncements of prophets and mystics. Similarly, students consider the role of roads and trade routes in the communication of disease, with special attention to outbreaks of the Black Death c. 1350 and of syphilis in the late middle ages. The courses are linked primarily by the cross referencing of lectures, readings, and student t research projects, but films, field-trips, and Five O'clock Scholars activities further connect the two. Fulfills CORE 200 requirement; BIO203 fulfills a Science in Society elective, and MRE 201 fulfills either a literature elective OR a cultural perspectives elective. Prerequisites: For MRE 201, none; for BIO 203, one Natural Science laboratory course.

CORE 401 Global Questions: Technology and Social Change (3.00 cr)

(Fall and Spring, Course Offered Every Year)

Though technology in various forms pervades and sometimes greatly enhances our lives, individuals in modern societies often have little say in choosing the technologies they will adopt. Using a case study approach, this course examines the social impact of technological innovation from antiquity to the present and in diverse world cultures of our time. Readings and discussions lead toward team projects where students identify a problem or opportunity using technology and social change, research the issue, prepare a proposal for a foundation grant, and present the proposal to the class. Students are particularly encouraged to make personal contact with human resources. Students are also invited to publish proposals and presentations at the undergraduate research conference or on a public CORE 401 Web site, or both. Prerequisite: 75 credit hours completed upon course enrollment.

CORE 403 Global Questions: Intercultural Communication (3.00 cr)

(Fall and Spring, Course Offered Every Year)

This course examines global questions about intercultural communication from perspectives grounded in four premises: that culture happens through communication; that by understanding culture and how it shapes communication, we come to understand communication better; that intercultural communication can happen visibly as well as invisibly; and that knowing about communication and about culture can (sometimes) make intercultural communication go more smoothly. This course fulfills the CORE 400 requirement. Students will engage in action research or cooperative problem-solving to address one of the global issues they have studied. The project they develop from their study must have impact beyond the Meredith community. Prerequisite: 75 credit hours completed upon course enrollment. Also offered as COM 390.

Career Planning

CPS-101 Career Planning for Freshmen and Sophomores (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

This half-semester course offers first- and second-year students the opportunity to investigate, through interest, skill, value, and personality assessments, possible choices of major study and career fields. Career exploration, experiential learning opportunities, resume writing, interview strategies, and professionalism are among the topics presented and practiced. Pass/Fail grading only.

CPS-301 Career Planning for Juniors and Seniors (1.00 cr.)

(Fall, Course Offered Every Year)

This half-semester course is designed to assist upper-level students in relating their chosen academic majors to career fields through self-assessment and occupational exploration. Skill-building activities are used to introduce students to resume writing, interviewing, and job-search strategies, and to the concept of career development as a lifelong process. Pass/Fail grading only.

Computer Science

CSC-101 Beginning Programming (3 cr.)

(Fall and Spring, Course Offered Every Year)

Students learn how a computer works and how to make it work as they design, code, debug and document programs to perform a variety of tasks. This course is intended for students who have not programmed a computer before, but may also serve as an introduction to Java (or other language) even if the student DOES know some programming. (This course fulfills the Quantitative-Field of Knowledge requirement of Gen Ed.)

CSC-203 Foundations of Computer Science (3.00 cr.)

(Spring, Course Offered Every Year)

A survey course, which emphasizes the algorithmic process and its implications for computer science. Topics include machine architecture [data storage and data manipulation], the human/machine interface [operating systems, algorithms, programming languages, and software engineering], data organization [data structures, file structures, database structures] and the potential of algorithmic machines [artificial intelligence, theory of computation]. Prerequisites: CSC-201.

CSC-212 Object Oriented Programming (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A continuation of the development of program design, including style, debugging, and testing larger programs. The main focus is object-oriented programming. Prerequisites: CSC-201.

CSC-262 Discrete Mathematics (3.00 cr.)

(Spring, Course Offered Every Year)

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as MAT-262. Prerequisites: MAT-141 and MAT-143 or MAT-144 or competency.

CSC-299 Introduction to Research in Computer Science (1.00-4.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original research in computer science. Students will submit findings in a formal written report and will give an oral presentation. Students will be expected to work approximately three hours per week on the research project for each semester hour of credit. May be repeated for a maximum of six credit hours.

CSC-301 Data Structures & Algorithms (3.00 cr.)

(Fall, Course Offered Every Year)

Topics include the sequential and linked allocation of lists, stacks, queues, trees, and graphs. Students gain maturity by writing complex algorithms and through studying run time analysis and program integrity. Prerequisites: CSC-212, CSC/MAT-262.

CSC-311 Computer Organization (3.00 cr.)

(Fall, Odd-Numbered Years Only)

The fundamentals of logic design, the organization and structuring of the major hardware components of computers. Prerequisites: CSC-203.

CSC-312 Information Systems Management (3.00 cr.)

(Spring, Course Offered Every Year)

The main theme of the course is solving problems and creating opportunities with technology in an organizational setting. Topics include how information systems affect and are affected by organizational goals and strategies; basic overviews of the components of an information system; hardware, software, data storage and retrieval, and network communications; the Internet; the information systems development process; and systems development as planned organizational change. Also offered as CIS-312. Prerequisite: Completion of the General Education fundamental computer skills competency requirement.

CSC-315 Database Theory and Design (3.00 cr.)

(Fall, Course Offered Every Year)

This course emphasizes the concepts and structures necessary to design and implement a database management system. Topics include hierarchical, network, and relational data models, data dependencies and schema, relational algebra and relational calculus, data normalization, query languages, security and integrity. The relational models will be explored in depth. Students will gain practical experience in planning, evaluating, and using database management system technology. Also offered as CIS-315. Prerequisites: CSC-301.

CSC-360 Numerical Analysis (3.00 cr.)

(Fall, Even-Numbered Years Only)

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as MAT-360. Prerequisites: MAT-212.

CSC-407 Software Engineering (3.00 cr.)

(Spring, Odd-Numbered Years Only)

Introduction to the principles of design, coding, and testing of software projects; the software development cycle; and managing the implementation of large computer projects. Students undertake a large team project. Also offered as CIS-407. Prerequisites: CSC-301.

CSC-420 Computer Science Seminar (1.00 cr.)
(Fall, Course Offered Every Year)

Current developments and themes in computer science. An introduction to industry as it exists in the Research Triangle area, to journals in the field of computer science, and to societies and associations dedicated to the advancement of computing. Includes field trips, speakers and discussions of selected topics. Course open to juniors and seniors only. Prerequisites: 6 credits; from CSC.

CSC-421 Topics in Computer Science (3.00 cr.)
(Spring, Course Offered Every Year)

Topics of current interest in computer science not covered in other courses. Prerequisites vary with topic studied.

CSC-430 Operating Systems (3.00 cr.)
(Spring, Even-Numbered Years Only)

An introduction to computer operating systems. Topics to be discussed include the program management services, memory addressing and allocation, and time sharing. Specific examples of operating systems. Prerequisites: CSC-301, CSC-311.

CSC-498 Honors Thesis in Computer Science (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the computer science faculty. Enrollment limited to seniors or second semester juniors in the Honors and/or Teaching Fellows Programs.

CSC-499 Research in Computer Science (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. Open to juniors and seniors majoring in computer science or others with permission of the department. May be repeared for credit for a maximum of six hours.

Dance

DAN-150 Perspectives in Dance (1.00 cr.)
(Fall, Course Offered Every Year)

This course is designed to introduce students to a variety of dance styles, including ballet, modern, jazz, improvisation, and various professions in the performing arts, teaching, and somatic studies. Class material will include lectures, discussions, and movement experiences. Recommended for freshman year.

DAN-151 Ballet I (1.00-2.00 cr.)
(Varies-Contact Dept. Head)

A basic study of ballet including its vocabulary, technique, history and performance. Appropriate for beginning-level students.

DAN-152 Folk and Square Dance (1.00 cr.)
(Fall, Even-Numbered Years Only)

An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels. Also offered as PED-152.

DAN-153 Modern I (1.00-2.00 cr.)
(Varies-Contact Dept. Head)

A basic study of modern dance including warm-up, alignment, technique, history and performance. Appropriate for beginning-level students.

DAN-154 Jazz I (1.00-2.00 cr.)
(Varies-Contact Dept. Head)

A basic study of jazz dance including warm-up, isolations, technique and history. Appropriate for beginning-level students.

DAN-155 African Dance (1.00-2.00 cr.)
(Varies-Contact Dept. Head)

A basic study of the movement vocabulary and technique of many of the cultural, social, and ritual dances of Africa. The class will be accompanied with traditional African percussion music. Appropriate for beginning-level students.

DAN-156 World Dance Technique (1.00-2.00 cr.)
(Spring)

A basic study of the movement and culture of dance techniques found throughout the world. Techniques studied will include, but not be limited to, Latin, Indian, and Asian dance forms. Each semester course offered will focus on one technique and will be selected by the Dance Program.

DAN-157 Country Line Dance (1.00 cr.)
(Varies-Contact Dept. Head)

Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. Also offered as PED-157.

DAN-158 Funk (1.00-2.00 cr.)
(Varies-Contact Dept. Head)

This dance course will incorporate popular movement derived from jazz, street, funk, and social dance. Appropriate for beginner through advanced dancers.

DAN-159 Movement Improvisation (2.00 cr.)
(Spring, Course Offered Every Year)

An experiential study of the expressiveness of one's own movement vocabulary based on the skill of moving spontaneously.

DAN-200 Dance in Society (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Through a broad survey of different genres of dance, students will gain an appreciation of the way this art form reflects social and historical experiences. The course will include lectures, readings, and opportunities to see dance through video, observations and live performances.

DAN-244 Fundamental Concepts of Dance (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Vocabulary, critical theories, and concepts of dance will be introduced to students through observations, demonstrations, practice, and reflection. The value of movement as a way of learning will be emphasized, as will oral and written communication skills. Students will participate in five observations in a public school setting. Required of all K-6 licensure students.

DAN-250 Movement Fundamentals **(2.00 cr.)**

(Fall, Odd-Numbered Years Only)

An introduction, through readings, writing and movement exploration, to the fundamental, aesthetic and functional elements of human movement. Using prescribed systems of analysis and observation which focus on the use of body, space, effort and time in motion, students will work toward the thorough embodiment and accurate observation of these

elements in everyday sports and dance activities. Corequisite courses: DAN-255.

DAN-251 Ballet II **(1.00-2.00 cr.)**

(Varies-Contact Dept. Head)

A low-intermediate level study of ballet technique. Appropriate for post-beginning students. Dance majors and minors may repeat for credit.

DAN-252 Participation in Choreographic Project **(2.00 cr.)**

(Every Third Semester)

This is an opportunity for dance students to gain rehearsal and performance experience by working with choreography students who are enrolled in DAN-356, Dance Composition II. Students will learn, rehearse, and perform in assigned compositional studies. Rehearsal time outside of class will be required. May be taken without prerequisite course with instructor's consent. Prerequisite: DAN-159.

DAN-253 Modern II **(1.00-2.00 cr.)**

(Varies-Contact Dept. Head)

A low-intermediate level study of modern dance technique. Appropriate for post-beginning students. Dance majors and minors may repeat for credit.

DAN-254 Jazz II **(1.00-2.00 cr.)**

(Varies-Contact Dept. Head)

A low-intermediate level study of jazz dance technique. Appropriate for post-beginning students. Dance majors and minors may repeat for credit.

DAN-255 Movement Fundamentals Lab **(1.00 cr.)**

(Fall, Odd-Numbered Years Only)

This course is designed as a corequisite to DAN-250, Movement Fundamentals, and will focus on application of that course material to important aspects of dance movement, performance, choreography and dance education. Students will further develop skills of movement observation and analysis by directly applying information to issues of technical training, movement improvisation, movement invention, as well as problem solving and repatterning. Corequisite courses: DAN-250.

DAN-256 Dance Composition I **(3.00 cr.)**

(Every Third Semester)

An introductory course to the basic elements of solo modern dance choreography, including the use of space, time, energy, abstraction, motif and development, basic form, and the selection of music. May be taken without prerequisite course with instructor's consent. Course offered Spring 2004, Fall 2005. Prerequisites: DAN-159.

DAN-257 Music for Dance **(2.00 cr.)**

(Fall, Even-Numbered Years Only)

A study of the basic principles underlying the relationship between music and dance. Topics covered will include musical notation, musical terminology, basic accompaniment, teacher/accompanist relationships, and relationships between choreography and music. Students enrolling in the course should have rudimentary experience with dance/movement.

DAN-258 Mind/Body Integration **(2.00 cr.)**

(Every Third Semester)

A unique approach to movement and postural re-education through increasing body awareness, breathing techniques, and stress reduction techniques. Students will learn to identify and correct inefficient movement patterns and establish better mechanical balance of their skeletal structure. No prior movement experience needed.

DAN-259 Improvisation II **(2.00 cr.)**

(Fall, Odd-Numbered Years Only)

A course designed to involve further exploration of spontaneous movement. In the process of honing improvisation skills, students will refine their understanding of improvisation as a medium for both performance and for self-understanding. May be taken without prerequisite course with instructor's consent. Prerequisites: DAN-159.

DAN-350 Movement Fundamentals II **(3.00 cr.)**

(Spring, Even-Numbered Years Only)

A continuation of the study of fundamental aesthetic and functional elements of human movement with increasing emphasis on the physical principles of movement. Through experiential studio sessions and readings, students will learn skeletal structure, joint and muscle function, and body mechanics as they relate to the performance lab and instruction of dance. Prerequisites: DAN-250, DAN-255.

DAN-351 Ballet III **(1.00-2.00 cr.)**

(Varies-Contact Dept. Head)

An advanced-intermediate level study of ballet technique with focus on the fine tuning of physical and performing skills. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-352 Dance Repertory **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course is designed to provide opportunities for student dancers to work with faculty choreographers in the creation of a performance piece for a dance concert. Emphasis is placed on developing performance skills and engaging in the choreographic process from inception to completion. Instructor's consent required.

DAN-353 Modern III **(1.00-2.00 cr.)**

(Varies-Contact Dept. Head)

An advanced-intermediate level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and range. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-354 Jazz III **(1.00-2.00 cr.)**

(Varies-Contact Dept. Head)

An advanced-intermediate study of jazz dance technique with emphasis on rhythmic phrasing, range and performance skills. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-355 Creative Arts Touring Company **(2.00 cr.)**

(Every Third Semester)

This course is designed to provide the student with opportunities to create, produce, and perform arts education in school settings. The focus is on an integrative experience which might include dance, art, music, and theatre, as well as other curricular subjects. Emphasis is given to an interdisciplinary group process where students learn about basic production and performance skills, and how those skills are used to communicate a chosen educational theme. The course culminates in a performance and is open to all students.

DAN-356 Dance Composition II **(3.00 cr.)**
(Every Third Semester)

The study of modern dance choreography for groups. Using improvisation, assigned movement problems, and viewings of 20th-century modern dance choreography, students will learn the process of crafting the basic elements of choreography into group form. Course offered Spring 2003, Fall 2004. Prerequisites: DAN-256.

DAN-357 Creative Arts Touring Assistantship **(1.00 cr.)**
(Varies-Contact Dept. Head)

This course is designed for students who completed DAN-355 and are interested in directing the creation, performance and production of the Creative Arts Touring Company. Students will become familiar with the necessary skills and equipment necessary to successfully complete an Arts Education performance. Prerequisites: DAN-355 or DAN-456.

DAN-359 Dance History **(3.00 cr.)**
(Every Third Semester)

A survey of the historical development of dance as an art form during the 17th through 20th centuries, with particular emphasis on contemporary dance. Content includes in-depth looks at the artists, their philosophies, and the social context within which they worked. Not recommended for freshmen.

DAN-451 Ballet IV **(1.00-2.00 cr.)**
(Varies-Contact Dept. Head)

An advanced level study of ballet technique with focus on the refinement of physical and performing skill. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-453 Modern IV **(1.00-2.00 cr.)**
(Varies-Contact Dept. Head)

An advanced level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and ranges. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-454 Jazz IV **(2.00 cr.)**
(Varies-Contact Dept. Head)

An advanced level of study of jazz dance technique with emphasis on rhythmic phrasing, range and performance. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-455 Performing Arts Administration **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

A survey of arts management and administration techniques, including establishing and running a non-profit organization, grant writing, fund raising, publicity and promotion, budgeting and time management.

DAN-456 Meredith Dance Theatre **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A performing company which encourages exploration of the creative process through student choreography, as well as the performance of works by faculty and guest choreographers. Auditions are held the first week of classes. Instructor's consent required.

DAN-457 Pedagogy in Dance Technique **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in teaching. Students will work one-on-one with a dance faculty member on topics that may include, but are not limited to, structure of a class, student/teacher interaction, anatomy of concepts and movements, verbal and visual imagery, conveying technical and qualitative ideas, and group versus individual feedback. Prerequisites: DAN-159, DAN-250, DAN-255.

DAN-460 Dance Practicum **(1.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in such areas as somatics, arts administration, video for dance, and others. All course specifications must be approved by the instructor prior to registration.

DAN-462 Dance Practicum - Choreography **(1.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in choreography through casting, creating, rehearsing, and producing a dance to be performed in a formal concert. All course specifications must be approved by the instructor prior to registration.

DAN-463 Dance Practicum-Technical Theatre **(1.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in technical theatre for dance by working on a production team as a stage manager, light board operator, sound board operator, or backstage crew for one or more dance concerts. All course specifications must be approved by the instructor prior to registration.

DAN-464 Dance Practicum-Private Studio Teaching **(1.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This practicum is designed as a field teaching experience in private studio teaching. Emphasis is placed on students gaining experience in observing, assisting, teaching, and evaluating teaching skills. Students will also research marketing, communication, advertising, and performance production within their practicum experience. All course specifications must be approved by the instructor prior to registration.

DAN-498 Honors Thesis in Dance **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to theories, methods and ethics of aesthetic inquiry. Students will formulate an original research project that will culminate in a research paper and/or performance work. This course is open to seniors who are members of the Honors and/or Teaching Fellows Programs. The project must meet Honors Program thesis requirements as well as the expectations of the dance faculty.

DAN-499 Dance Research **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

An introduction to theories, methods and ethics of aesthetic inquiry. Students will formulate an original research project that will culminate in a research paper and/or performance work. This course is open to senior majors and minors and others with instructor approval.

DAN-761 Theory & Methods of Teaching Dance, K-6 **(3.00 cr.)**
(Every Third Semester)

A theoretical study of the development of dance based in creative arts education. Students come to understand the relationship between theory and practice of dance education through observation, reflection, and discussion. Attention is given to the objectives and methods of creative movement as it relates to and enhances the total curriculum. Prerequisites: DAN-159, DAN-250, DAN-255.

DAN-762 Theory & Methods of Teaching Dance, 7-12 (3.00 cr.)

(Every Third Semester)

Emphasis is placed on the synthesis of theory and practice of dance as an aesthetic process integrating critical and creative thinking skills. Content includes writing lesson plans, exploring and experiencing teaching approaches, and examining methods of evaluation. Prerequisites: DAN-252, DAN-253, DAN-761.

DAN-763 Reflective Teaching (1.00-3.00 cr.)

(Every Third Semester)

A course designed to provide the student with directed field experience in teaching dance. Course content includes developing lesson plans, guided teaching experiences, and evaluation. Emphasis is placed on critical reflection about teaching and leatning. Prerequisites: DAN-761, DAN-762.

Economics

ECO-100 Macroeconomic Principles (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies.

ECO-101 Microeconomic Principles (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes.

ECO-274 Consumer Economics (3.00 cr.)

(Spring, Odd-Numbered Years Only)

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, retirement and estate planning. No credit given in the major for accounting, business, or economics. Also offered as FCS-274.

ECO-300 Intermediate Macroeconomics (3.00 cr.)

(Fall, Course Offered Every Year)

A continuation of study begun in ECO-100, this course proceeds to intetmediate-level analysis of national income, employment, price stability, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies, and international issues. Prerequisites: ECO-100.

ECO-301 Intermediate Microeconomics (3.00 cr.)

(Spring, Course Offered Every Year)

A continuation of study begun in ECO-101, this course proceeds to intermediate-level analysis of markets for goods and services, consumer behavior, price and product choices by business, markets for labor and other resources, and the various ways that the structure of markets affects the welfare of society. Prerequisites: ECO-101.

ECO-322 Economic Geography (3.00 cr.)

(Fall, Even-Numbered Years Only)

An analysis of the developing world economy in terms of core-periphery regions, international business, the geographical bases of agricultural, industrial and service industries, and the developing information-based industries. Counts as a social science elective for general education requirements. Also offered as GEO-322.

ECO-324 History of Economic Thought (3.00 cr.)

(Varies-Contact Dept. Head)

A critical analysis of the development of economic ideas and philosophies, their origins and institutional framework, with primary emphasis on the interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisites: ECO-100, ECO-101.

ECO-334 International Economics (3.00 cr.)

(Fall, Odd-Numbered Years Only)

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of multinational corporations and common markets. Prerequisites: ECO-100, ECO-101.

ECO-335 Gender and the Economy (3.00 cr.)

(Fall, Odd-Numbered Years Only)

An examination of the economic consequences of the shift of women into the labor force and the changing roles of men and women. Prerequisites: ECO-101 or WST 200 or Junior/Senior status.

ECO-355 Money and Banking (3.00 cr.)

(Spring, Course Offered Every Year)

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisites: ECO-100, ECO-101.

ECO-356 Public Policy Economics (3.00 cr.)

(Spring, Even-Numbered Years Only)

The microeconomic theory underlying the failure of free markets to maximize society's well-being, and the appropriate means by which governments may improve both efficiency and fairness via provision of public goods and services. Special emphasis is given to topics in environmental and natural resource economics. General topics include current government programs, public goods, externalities, health care, income redistribution, cost-benefit analysis, taxes, and fiscal federalism. Prerequisites: ECO-100 is a recommended, but not required, prerequisite and ECO-101.

ECO-364 Labor Economics (3.00 cr.)

(Spring, Odd-Numbered Years Only)

An analysis of the American labor market with emphasis on an individual's decision to work; the firm's decision on hiring; wage determination; human capital models; labor market discrimination; role of unions; and unemployment. Prerequisites: ECO-101.

ECO-435 Comparative Economic Systems (3.00 cr.)

(Varies-Contact Dept. Head)

An analysis of the economic systems of capitalism, socialism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the former U.S.S.R., Great Britain, Japan, China, India, and the European Union countries. Prerequisites: ECO-100, ECO-101.

ECO-498 Honors Thesis in Economics (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination, and analysis of knowledge in economics. The project must meet Honors Program thesis requirements as well as expectations of economics faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

ECO-499 Research in Economics (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination and analysis of knowledge in economics. Open to juniors and seniors with a declared major, minor, or concentration in economics. May be repeated for credit for a maximum of six credit hours.

Education

EDU-232 Foundations of American Education (3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

A study of public education from a cultural/historical foundations approach including an understanding of American educational goals. Focus is on current issues in education from multiple perspectives. A small group, semester-long project that involves the development of a plan to improve a public school system is a major focus for this course. In addition, there are other specific observations and group assignments that require a considerable time commitment outside of class. Many of these observations, such as attendance at a local board of education meeting, occur in the evening.

EDU-234 Educational Psychology (3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Psychological principles that serve as the basis of effective educational practices are examined. Topics related to human development, individual differences, motivation, and learning theory are researched and applied to elementary, middle, and secondary classroom settings. Weekly observations in local public schools are required outside of regularly scheduled class time.

EDU-241 Introduction to Instructional Media (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Successful teachers are informed and knowledgeable about the use of instructional media in their classroom. This course will introduce students to the challenges of classroom teacher as they determine where and how technology fits into the classroom. Students will learn about a wide variety of media materials. NETS-T and NCDPI standards will be introduced.

EDU-255 Literature for Children and Early Adolescents (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of literature designed for children and early adolescents. Consideration is given to the selection and evaluation of literature for children and the early adolescent. The particular needs of the early childhood, the intermediate teacher, and the middle school teacher will be considered. Field experience in the public schools required.

EDU-299 Introduction to Research in Education (2.00–3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original research in education. Students will be expected to work approximately three hours per week on the research project for each semester hour of credit. Their work will culminate in a formal written report and/or an oral presentation. A "Research Course Information Form" completed by the student and the faculty mentor is required for registration. Research.

EDU-300 Introduction to Language Arts (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course is the second in a series of courses designed to assist students in becoming knowledgeable about materials, theories, philosophies, and instructional approaches in the teaching of language arts.

Up to ten hours of field experiences are required during school hours. Please note that as language arts are typically taught during the morning, a student will have to allow time in her schedule for observations and mini teaching experiences. Prerequisites: EDU-255.

EDU-345 Language Minorities in Public Schools (3.00 cr.)

(Spring, Course Offered Every Year)

This course is an introduction to the field of teaching English as a second language and a comprehensive look at research, policies, and effective practices for students who are from culturally and linguistically diverse backgrounds. The course weaves the theories with the practice of second language education, second language acquisition, cultural diversity, content integration and assessment, literacy development, programs and policies, ESL special education, and home/school connections. Weekly observations in local public schools are required outside of regularly scheduled class time.

EDU-350 Teaching in the Middle School (3.00 cr.)

(Spring, Course Offered Every Year)

A study of how middle schools, working with other institutions, can best meet the needs of the young adolescents who are experiencing significant developmental changes. Since the onset of these changes and the rate at which they occur vary considerably, there is tremendous pressure on the individual to cope with her changing person. The purpose of this course is to examine effective strategies that can be used

to help the student make this difficult transition from elementary to secondary education. Field experiences required.

EDU-358 Social Studies in the Elementary School (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the content, resources, and strategies for the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered.

EDU-359 Science in the Elementary School (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the content, resources, and strategies for the teaching of science in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Admission to the Teacher Education program or permission of the instructor is required.

EDU-400 Communication Skills in the Elementary School (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the interrelated processes of listening, speaking, reading, writing, and viewing, with particular emphasis upon reading instruction. A holistic approach to instruction and assessment is adopted. Public school field experience required. Admission to the Teacher Education program is a prerequisite. Prerequisites: EDU-300. Corequisite courses: EDU-401, EDU-402.

EDU-401 Teaching Math in the Elementary School (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Students investigate, evaluate and select content, methods and materials used in teaching and assessing mathematics in the elementary school. A concurrent practicum offers opportunities to apply concepts and skills learned in this course. This course is not required as a corequisite for Licensure students in Teaching English as a Second Language. Prerequisite: admission to the K–6 licensure program and EDU-234. Corequisite courses: EDU 400, EDU-402.

EDU-402 Preservice Practicum (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course is designed to address many practical issues related to teaching. Experiences that illustrate the application of educational theories will be provided. School observations will be required. This course and its corequisites should be taken in the semester immediately preceding block. Prerequisites: EDU-300. Corequisite courses: EDU-400, EDU-401.

EDU-440 Seminar in Education (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the current issues having a direct influence upon educational practice and research. School observations required. Admission to the Teacher Education program is a prerequisite. Block class. Pass/Fail grading only. Corequisite courses: EDU-443, EDU-444, EDU-445 and EDU 490, or EDU-450, EDU-466 and EDU 490, or EDU 450, EDU 466, EDU-467 and EDU-490.

EDU-443 Teaching in the Elementary School (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the nature and structure of the elementary school, including curriculum, organization, teachers' roles and responsibilities, and professionalism. Emphasis is given to the integrated curriculum and developmentally appropriate instructional strategies. Admission to the Teacher Education Program is a prerequisite. Block class. Corequisite courses: EDU-440, EDU-444, EDU-445, and EDU-490.

EDU-444 Arts in the Elementary School (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

The purpose of this course is to provide an opportunity for prospective teachers to integrate the fine arts through use of the school as a laboratory setting. College and classroom teachers will model appropriate methodology through demonstration and practice. The student will write, implement, and assess lesson plans that will integrate the arts into the K-6 curriculum. Additional hours of school observations are required. Admission to the Teacher Education program is a prerequisite. Block class. Prerequisites: ART-244 DAN-244 MUS-244 THE-244. Corequisite courses: EDU-440, EDU-443, EDU-445, and EDU-490.

EDU-445 Teaching ESL in the Elementary School (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

An overview of the field of teaching ESL, this course focuses specifically on the knowledge, strategies, and resources that teachers need to work with culturally and linguistically diverse K-6 students. Some field experiences are required. Admission to the teacher education program is a prerequisite. Block class. Corequisite courses: EDU-440, EDU-443, EDU-444, and EDU-490.

EDU-450 Reading in the Content Areas (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

A series of experiences designed for the classroom teacher or for the assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. Block class. Pass/Fail and one hour credit or letter grade and three hours credit. Corequisite courses: EDU-440, EDU-466, EDU-490.

EDU-466 Pre-Adolescent & Adolescent Behavior (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An examination of the characteristics, needs, and challenges of pre-adolescents and adolescents. Connections between personal psychological issues and social/cultural issues will be explored with emphasis on implications for schooling. Block class. Corequisite courses: EDU-440, EDU-450, EDU-490.

EDU-467 The Secondary School (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the secondary school in America. Emphasis is given to issues and forces affecting curricula, legal implications for schooling, classroom management, communication skills and assessment. Block class. Corequisite courses: EDU-440, EDU-450, EDU-466, EDU-490.

EDU-490 Observation and Directed Teaching (6.00 cr.)

(Fall and Spring, Course Offered Every Year)

Designed to provide the student internship experience at the appropriate grade level in a school setting: Elementary education: B-K [birth to kindergarten]: public schools' pre-kindergarten and kindergarten classrooms; K-6; Middle grades education: Students at the 6-9 grade levels; Secondary education: Students at the 9-12 grade levels; Special subject area education: Students at the K-12 grade levels; Occupational education: Students at 7-12 grade levels, family and consumer sciences; 9-12 levels, business. Weekly seminars are arranged. Admission to the Teacher Education program is a prerequisite. Internship fee assessed. Block class. Pass/Fail grading only.

EDU-498 Honors Thesis in Education (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjuction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. The project must meet honors program thesis requirements as well as expectations of the education faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

EDU 499 Research in Education (2.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to junior and senior students interested in doing research in education. In conjunction with a faculty member, the student will formulate and execute an original research project that will culminate in a formal written report and an oral presentation. The student will be expected to work approximately three hours per week for each semester hour of credit. A "Research Course Information Form" completed by the student and the faculty mentor is required for registration. Research. Pre-requisite: EDU 232 or EDU 234 (may be waived at the discretion of the faculty mentor for students not seeking licensure)

EDU-745 Introduction to Methods of ESL (3.00 cr.)

(Fall, Course Offered Every Year)

A study of the methods for teaching English as a second language in K-12 classrooms. Content includes a focus on teaching the various language skills, on lesson planning and teaching resources, adapting content lessons, and assessment strategies. Admission to the Teacher Education Program is required prior to enrollment. Prerequisites: EDU-345.

English

ENG-090 Review of Writing Fundamentals **(3.00 cr.)**

(Fall, Course Offered Every Year)

A review of the concepts of traditional grammar and punctuation, with ample opportunities to practice proofreading skills, and a refresher course in constructing paragraphs and writing short essays as preparation for freshman composition. Counts as 3 hours credit toward the semester course load and full-time student status but does not count as college credit.

ENG-111 Principles of Writing **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Instruction and practice in writing well-organized compositions with a review of grammar, punctuation, and sentence structure. Students must pass ENG 111 with a C or better in order for it to fulfill the prerequisite requirement for other courses in the department.

ENG-112 Expository Writing **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisites: ENG-111.

ENG-150 Apprenticeship - "Herald" **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An internship in which students acquire skills in journalism and build a portfolio by working on the campus newspaper. Prerequisites: ENG-111.

ENG-155 Tutor Training **(1.00 cr.)**

(Spring, Course Offered Every Year)

This course is designed to prepare prospective tutors for their work in the Learning Center. Enrollment by invitation only. Prospective tutors must be recommended by two members of the English Department. Instructor's consent required.

ENG-175 Grammar **(1.00 cr.)**

(Spring, Course Offered Every Year)

Traditional grammar, including a study of elements of sentence structure and applications to proofreading. Required for 6-9 communication skills and 9-12 English licensure students. Prerequisite: ENG-111.

ENG-200 Texts and Contexts **(3.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

An intertextual course in reading and writing that puts foundational works of the English tradition in conversation with other texts from British, American, and world literature. The course emphasizes reading, writing, and research skills, and it is a prerequisite for all other literature courses in the department. Credit will not be given for both ENG-200 and ENG-201. Prerequisite: ENG-111.

ENG-202 Development of English Literature **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

From Old English poetry (in translation) to satirical essays, from popular lyrics to essays on women's rights, from Renaissance love poetry to twentieth-century political verse, this course introduces students to the classics of English literature and helps place those works in their social and historical contexts. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG 203 World Literature in the Twentieth Century **(3.00 cr.)**

(Fall, Course Offered Every Year)

A study of twentieth century fiction, autobiography, and drama from Africa, Asia, Europe, and South America, emphasizing historical backgrounds of the works. Readings will focus on traditional cultures and conflicts with modernism including major historical issues of colonialism, imperialism, war, revolution, feminism, and technology. When linked with HIS 103 this course fulfills the CORE 200 requirement. This course meets the general education literature requirement.

ENG-206 Survey of American Literature **(3.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

A study of selected major American writers from the colonial period to the present including many genres: poetry, fiction, drama, essay, history, and biography. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-235 Writing of Poetry **(3.00 cr.)**

(Fall, Odd-Numbered Years Only)

A course in the writing of poetry. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and criticize. Prerequisite: ENG-111.

ENG-220 Creative Nonfiction **(3.00 cr.)**

(When is course taught?)

This course combines critical reading, informal reflection, and formal writing on a topic of current intellectual or community interest. Prerequisites: ENG-111

ENG-236 Writing of Fiction **(3.00 cr.)**

(Fall, Even-Numbered Years Only)

Narration from the writer's perspective. Includes analysis of contemporary fiction and the writing of fiction. Prerequisite: ENG-111.

ENG-240 Introduction to Film **(3.00 cr.)**

(Fall, Course Offered Every Year)

A study of film and how to analyze it, including aesthetic, genre, and auteur approaches. The films will include work from the silent period to the present by both American and European directors. This course does not meet the general education literature requirement. Prerequisite: ENG-111.

ENG-242 Romantic Comedy **(3.00 cr.)**

(Varies-Contact Dept. Head)

A study of drama, fiction, and film, mostly British and American, that have helped to create and sustain this popular twentieth-century tradition. The works will include at least three Shakespeare comedies, one or two Restoration or eighteenth-century comedies, a novel by Jane Austen, plays by Shaw and Wilde, and a contemporary comic novel; and a film a week, chosen to balance movies from the first and the second halves of the sound era. This course meets the general education literature requirement. Prerequisite: ENG-111.

ENG-245 Introduction to Journalism **(3.00 cr.)**

(Fall, Course Offered Every Year)

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers. Prerequisite: ENG-111.

ENG-247 Introduction to Professional Editing **(3.00 cr.)**

(Spring, Course Offered Every Year)

Editorial skills for working with a wide range of publications. Stylistic editing, substantive editing, and production editing. Prerequisite: ENG-111.

ENG-250 Document Design **(3.00 cr.)**

(Spring, Course Offered Every Year)

This course offers an introduction to theory and practice of text/image relationships in specific communication contexts. Students will study the ways in which texts, and images work together to create meaning in various written and electronic documents, and they will design print and electronic documents. This course aims to prepare professional communications minors to contribute to communication projects and teams in the workplace.

ENG-270 Literary Research/Critical Theory **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An introduction to the research tools in English studies and a practicum in research methods including finding sources, recognizing different critical approaches, creating an annotated bibliography, and introducing quoted or paraphrased material correctly. Prerequisite: ENG-200.

ENG-280 Special Topics in Professional Writing **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course draws upon the specialized expertise of the instructor and focuses upon one type of writing used in professional settings. Topics include public relations, business, research, and promotional writing. Students will study strategies and contexts for the selected topic and generate original writing projects and presentations. Prerequisites: ENG-111. This course may be taken more than once under rotating topics.

ENG-330 African-American Writers **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A survey of African-American literature from slave narratives to recent works of fiction, non-fiction, poetry, and drama. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-335 20th Century World Literature in Translation **(3.00 cr.)**

(Fall, Even-Numbered Years Only)

A study of 20th-century literature from Europe, Africa, Asia, and South America, including novels, short stories, autobiography, and drama. Readings will show perspectives of different cultures and a variety of artistic modes. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-340 Development of the British Novel **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

A study of the development of the British novel from its origins to the beginning of the 20th century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Eliot, Hardy, and others. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-345 Irish Renaissance **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

A study of the Irish Literary Revival focusing on works by Lady Gregory, W.B. Yeats, J.M. Synge, James Joyce, and others. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-350 Modern Drama **(3.00 cr.)**

(Spring, Course Offered Every Year)

A study of modern theatre from 1875 to the present, this course will look at the development of drama through playwrights and their works. Beginning with Ibsen, Strindberg, Chekhov, and Shaw, the class will explore important twentieth century plays and conclude with contemporary drama. Work will include substantial reading and writing, with viewing and reviewing of performances. Also offered as THE-350. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-351 Old English **(3.00 cr.)**

(Fall, Course Offered Every Year)

A study of Old English language and a reading of a history of the English language. Readings of selected prose and poetry in Old English. Prerequisites: ENG-200.

ENG-352 Chaucer **(3.00 cr.)**

(Spring, Course Offered Every Year)

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of etymology of English words and supplementary reading in background material. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-355 Shakespeare **(3.00 cr.)**

(Fall, Course Offered Every Year)

A study of selected English history plays and early comedies. Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-356 Shakespeare **(3.00 cr.)**

(Spring, Course Offered Every Year)

A study of selected tragedies, late comedies, and romances. Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-357 Seminar in 17th Century Poetry **(3.00 cr.)**

(Fall, Odd-Numbered Years Only)

A study of verse by major figures of the British Renaissance besides Shakespeare: Jonson, Donne, Herbert, Marvell, and particularly Milton. This course meets the general education literature requirement. Prerequisite: ENG-200, ENG-270.

ENG-358 Professional Writing **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A sequence of writing assignments designed to provide experience in writing for different audiences and in different formats, including a proposal, an academic paper, a review, a how-to piece, and an opinion piece. A brief review of grammar and proofreading. Prerequisites: ENG-111.

ENG-359 Seminar in American Women Writers **(3.00 cr.)**

(Spring, Course Offered Every Year)

A study of fiction, poetry, biography, drama, and criticism in which American women have explored their own lives and the culture which shaped them. Students of art, history, sociology, psychology, and religion have been welcome and successful members of this class. The seminar offers opportunity for personal expression and independent research.

This course meets the general education literature requirement. Prerequisites: ENG-200, ENG-270.

ENG-360 Seminar in Southern Writers **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

A study of fiction, poetry, drama, essays, and autobiographies by Southern American writers. Topics include artistic structures and genre, issues of family and social institutions, religious and philosophical differences, and treatments of the land. Students of several disciplines have been successful and valued members of the seminar. The seminar format offers opportunity for personal expression and independent research. This course meets the general education literature requirement. Prerequisites: ENG-200, ENG-270.

ENG-364 20th Century Poetry in English **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A study of 20th-century poetry in the English language, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-365 English Poetry of the Romantic Period **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic period. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-367 English Literature of the Victorian Period **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

A study of Victorian poetry and prose [fiction and non-fiction], with attention to the works of both men and women of the period. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-368 English Literature of the 18th Century **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-370 20th Century Prose Through 1945 **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

A study of fiction, non-fiction, and drama by British and American writers from 1900-1945. Works are chosen to illustrate schools, trends, and the range of prose from the first half of the century. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-371 20th Century Prose After 1945 **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

A study of fiction, non-fiction, and drama by British and American writers along with works in English by contemporaries from around the globe. Works are chosen to illustrate schools, trends, and the range of prose after 1945. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-495 Seminar in European Literature **(3.00 cr.)**
(Spring, Course Offered Every Year)

Representative epics, dramas, and novels of continental literature studied in relation to English literature. This course meets the general education literature requirement. Prerequisites: ENG-200, ENG-270.

ENG-498 Honors Research Project **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Under the supervision of a faculty member, a student will investigate the critical response to a literary work, come to her own conclusions about the pattern of response to it, and enter the critical debate, giving and defending her own interpretation. Projects will culminate in a research paper and an oral presentation. Prerequisites: ENG-200, ENG-270.

ENG-499 Research Project **(1.00-3.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Under the direction of a faculty member, a student will investigate the critical response to a literary work and come to her own conclusions about the pattern of response to it. In projects of more than one hour, she will enter the critical debate, giving and defending her interpretation. All projects will culminate in a research paper. Projects of more than one hour will also be presented orally. Prerequisites: ENG-200, ENG-270.

ENG-505 Study of Linguistics **(3.00 cr.)**
(Fall, Course Offered Every Year)

An exploration of the systematic nature of language, looking at the systems of phonology, morphology, syntax and semantics in English, and how these systems have changed over time. Attention will be given to the application of linguistic constructs in machine translation, artificial intelligence, sign language, and learning a second language.

ENG-764 The Teaching of English **(2.00 cr.)**
(Spring, Course Offered Every Year)

A pre-professional course aimed at identifying the goals of English teachers and exploring different methods of reaching these goals. The student will begin building a file of teaching materials, including lesson plans, unit plans, and a plan for a year.

ENG-765 Practicum in Teaching English **(1.00 cr.)**
(Fall, Course Offered Every Year)

A lab in which students will teach sample lessons, videotape lessons, and critique their own performance and that of their peers.

Environmental Studies

ENS-498 Honors Thesis: Environmental Studies **(3.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

This is a research and seminar course in which junior or senior level students who are members of the Honors and/or Teaching Fellows Programs conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. The project must meet Honors Program thesis requirements as well as expectations of the environmental studies faculty. A research proposal form completed by the student, faculty mentor and Honors Program Director is required for registration.

ENS-499 Research in Environmental Studies **(1.00-4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Senior research is a research and seminar course in which junior and senior level students conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form.

Exercise and Sports Sciences

ESS-200 Foundations Physical Education, Sport and Fitness (3.00 cr.)
(Spring, Course Offered Every Year)

An overview of the field of physical education, sport and fitness with emphasis placed on historical, and socio-psychological foundations and their implications on today's society. The course includes the study of subdisciplines in the field, career opportunities and future directions. Issues and ethical concerns are introduced.

ESS-210 Selected Sports Activities (1.00 cr.)
(Fall, Even-Numbered Years Only)

An introduction to flag football, lacrosse, speedball, floor hockey, pickleball, and selected recreational sport activities. Includes instruction in basic skills, strategies and rules.

ESS-215 Outdoor Leisure Pursuits (1.00 cr.)
(Fall, Odd-Numbered Years Only)

This course will provide an overview of outdoor recreation skills and related activities. Students will be provided with opportunities to gain the skills and knowledge required to lead and engage in various outdoor leisure activities such as orienteering, Ultimate Frisbee, and outdoor education. Students will be introduced to low-risk adventure activities and community options for participation in outdoor recreation. At least one off-campus activity is required. Off-campus selections may require a fee. Also offered as PED-233.

ESS-220 Principles of Strength Train & Conditioning (2.00 cr.)
(Fall, Course Offered Every Year)

This course is designed to provide practical application of fitness, wellness and conditioning concepts. The course provides a comprehensive, comparative overview of the physiological responses and adaptations of resistive training and aerobic and anaerobic exercise. A comprehensive study of training theory and methodologies is included.

ESS-255 Lifespan Motor Development (3.00 cr.)
(Spring, Course Offered Every Year)

This course will examine the acquisition, maintenance, and decline of fine and gross motor skills across the lifetime. Students will learn how to assess motor skills acquisition and produce developmentally appropriate movement experiences for children, youth, and adults to facilitate motor development. A 10-hour field experience is required.

ESS-300 Issues/Management: Sport & Physical Education (3.00 cr.)
(Fall, Odd-Numbered Years Only)

The study of the organization and administration of physical education, sport and fitness programs with emphasis on facility and personnel management as it relates to curricular, financial, physical, social, legal, and medical issues.

ESS-320 Assessment in Physical Education, Sport and Fitness (3.00 cr.)
(Fall, Odd-Numbered Years Only)

This course provides current assessment procedures in physical education, sport and fitness; a survey of tests and the study of measurement and evaluation in the discipline. Emphasis on selection, administration, and critique of appropriate measures of content and skill performance. Use of research design, statistics and application of technology in assessment will be included.

ESS-400 Topics in Exercise and Sport Science (3.00 cr.)
(Spring, Odd-Numbered Years Only)

The study of topics in the discipline of exercise and sport science as determined by faculty expertise and student interest. Possible topics to be offered are: psychology of movement, sociology of sport, movement and aging, and principles and theories of coaching. A description of the selected topic will be included in the registration schedule. Course prerequisites will be listed as appropriate. Course open to juniors and seniors only.

ESS-450 Practicum: Fitness/Sports Management (3.00-6.00 cr.)
(Spring, Course Offered Every Year)

A supervised field experience in a sport or fitness management setting. Students will meet regularly with a supervisor to integrate exercise and sport science knowledge and experiences with business. This course is limited to senior majors.

ESS-451 Practicum: Exercise/Sports Science (3.00-6.00 cr.)
(Spring, Course Offered Every Year)

A supervised field experience in a fitness, sport, or wellness-related agency. Students will meet regularly with a college supervisor to integrate exercise and sports science knowledge with their practicum experiences. Students should make arrangements with their professors the semester prior to taking the practicum. This course is limited to senior majors. Prerequisites: ESS-485, ESS-486.

ESS-460 Senior Seminar (2.00 cr.)
(Spring, Course Offered Every Year)

This course provides a culminating experience for students and builds upon the foundations of the Exercise and Sport Science curriculum in giving a greater understanding of practical experience during the field experience semester. The seminar format will assist students in summarizing and reflecting on experiences learned and demonstrated through their program of study. Each student will prepare and present a professional portfolio to the department as an exit requirement. Course limited to seniors.

ESS-475 Motor Learning & Skills Performance (3.00 cr.)
(Fall, Even-Numbered Years Only)

This course is designed to provide an examination of factors that affect the acquisition and performance of motor skills. Emphasis is placed on the integration of the theoretical knowledge with mechanical, environmental, and neuromuscular factors that influence the learning and performance of motor skills. Significant laboratory experiences included.

ESS-482 Kinesiology (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of the neuromuscular and mechanical principles of movement. This course examines the way bones and muscles work in all types of dance and sport-related activities. Content also includes understanding muscular imbalances, physiological support systems, body types, movement behavior, and movement efficiency. Prerequisites: BIO-322, BIO-342.

ESS-485 Exercise Physiology (3.00 cr.)
(Spring, Course Offered Every Year)

A course designed to examine the body's response and adaptation to exercise and sport and the implication of these changes for physical education and fitness programs. The course includes muscular adaptation, energy systems, and the effects of environmental factors, diet, gender, and the methods of physical training. Prerequisites: BIO-322, BIO-342. Corequisite courses: ESS-487.

ESS-486 Exercise Prescription (2.00 cr.)

(Fall, Odd-Numbered Years Only)

This course will provide an introduction to the physiological basis of health and fitness assessments, methods of assessment, and exercise prescription plans required to bring about changes in the health and fitness of both healthy individuals as well as those requiring accommodation for special needs or medical conditions. Course content will also include the business management aspects of a career in fitness program development. Prerequisites: BIO-322, BIO-342.

ESS-487 Exercise Physiology Lab (1.00 cr.)

(Spring, Course Offered Every Year)

A laboratory course examining the foundations of the human energy systems and their relation to disease and exercise. Emphasis on physiological testing and muscular activity, with special attention to the effects of exercise stress on physiological processes within the body. Prerequisites: BIO-322, BIO-342. Corequisite courses: ESS-485.

ESS-499 Introduction to Research in ESS (3.00 cr.)

(Fall, Course Offered Every Year)

This course introduces the design and application of research methodologies in exercise and sport science. The student will formulate an original research project that will culminate in a research paper and presentation. Open to senior majors and minors; others with instructor approval. Prerequisites: ESS-320.

ESS-742 Methods of Healthful Living Ed (3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Study of the role health and physical education plays in child development, school curriculum, and society. Prospective teachers will learn basic knowledge, skills, and dispositions in the fields of health and physical education to allow them to prepare developmentally appropriate lessons using the Healthful Living Curriculum. Course includes observations and teaching experiences in a school setting during school hours.

ESS-743 Teaching Physical Education in the Elementary School: PE Majors (3.00 cr.)

(Fall, Odd-Numbered Years Only)

A course designed to offer prospective physical education teachers with experience in instructional methodology appropriate at the elementary level. Emphasis is placed on the synthesis of theory and practice in physical education at the elementary level and understanding the role of physical education in the development of children. Emphasis on the "movement approach" to learning motor skills, creative dance, rhythms, stunts and tumbling, movement games, and physical fitness activities is provided. Content includes curriculum design, planning and implementing units and lessons, teaching approaches, assessment and evaluation appropriate at the elementary school level. Extensive field experiences are required.

ESS-745 Teaching Physical Education: Middle & Secondary Schools (3.00 cr.)

(Fall, Even-Numbered Years Only)

A course designed to offer prospective physical education teachers with experiences in instructional methodology appropriate to middle and secondary school teaching. Emphasis is placed on the synthesis of theory and practice in physical education. Content includes curriculum design, planning and implementing units and lessons, teaching approaches, and methods of motivation, management, assessment, evaluation, and computer technology. Includes field experience at the middle and secondary levels.

ESS-746 Teaching Physical Education Special Needs K-12 (3.00 cr.)

(Fall, Even-Numbered Years Only)

This course provides students with experiences in teaching and examining policies, practices, principles, instructional methodologies, and programs related to meeting the physical education needs of special populations. Includes field experiences.

Family and Consumer Sciences

FCS-274 Consumer Economics (3.00 cr.)

(Spring, Course Offered Every Year)

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, retirement and estate planning. No credit given in major for accounting, business, or economics. Also offered as ECO-274.

FCS-299 Introduction to Research in Family & Consumer Science (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and problems in Family and Consumer Sciences. This course will provide an introduction to the methods and techniques of the discipline. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required.

FCS-355 Family Resource Management (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

The use of human resources to promote individual and family development. Emphasis on family life management skills from a woman's perspective.

FCS-490 Professional Symposium (1.00 cr.)

(Fall, Course Offered Every Year)

History, philosophy, and current trends in family and consumer sciences. Students will identify strategies in seeking employment and/or graduate study. Required of all majors in the Department of Human Environmental Sciences. Pass/Fail grading only.

FCS-498 Honors Thesis in Family & Consumer Science (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the family and consumer sciences faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

FCS-499 Research in Family & Consumer Science (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research or creative project exploring topics and problems in Family and Consumer Sciences. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for credit for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: FCS-355.

FCS-764 Methods of Teaching Family & Consumer Science **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of planning, implementing, and evaluating family and consumer sciences programs. Emphasis on identifying needs of learners, writing objectives, planning lessons, using a variety of teaching/learning strategies, and assessing effectiveness. Required for secondary family and consumer sciences licensure students and foods and nutrition majors.

FCS-765 Family & Consumer Science Education **(2.00 cr.)**
(Fall, Even-Numbered Years Only)

A survey of the curriculum for secondary family and consumer sciences education. Includes a program philosophy, organization, needs assessment, advisory committees, curriculum development, vocational student organizations [FCCLA], and legislation. Includes field experience. Required of secondary family and consumer sciences education majors.

Fashion Merchandising and Design

FMD-114 Apparel Merchandising **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle.

FMD-115 Principles of Clothing Construction **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The practical application of basic construction techniques including pattern alterations and analysis of quality construction in ready-to-wear. Two lectures and four hours of laboratory each week.

FMD-212 Visual Merchandising **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of promotional techniques used in successful retail operations. Emphasis is placed on merchandise display, fashion show production, and floor space layout.

FMD-213 Clothing and Society **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The study of the social and psychological aspects of clothing in our society today. The meaning of clothes in specific social situations, cultural contexts of dress, clothing as a form of nonverbal communications, and individual thought processes about clothing and appearance are studied.

FMD-226 Tailoring **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. One lecture and five hours of laboratory each week. Prerequisites: FMD-115.

FMD-244 Retail Merchandising **(4.00 cr.)**
(Spring, Course Offered Every Year)

A study of retail operations including store management, buying procedures, retail organization, and merchandising mathematics. Includes laboratory application of retail functions.

FMD-299 Introduction to Research in FMD **(1.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating issue and problems in Clothing and Fashion Merchandising. This course will provide an introduction to the methods and techniques of the discipline. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: FMD-214.

FMD-315 History of Costume **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period [2700 B.C.] to the 20th century. Also offered as ART-315.

FMD-318 Apparel Design Development **(2.00 cr.)**
(Spring, Course Offered Every Year)

The application of technical, creative, and analytical skills in developing seasonal apparel lines. Emphasis will be placed on targeting market identification, selecting fabric and trimmings in relation to price determination, developing operation sheets, and budgeting seasonal collections. Prerequisites: FMD-114, FMD-115.

FMD-418 Textiles **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles.

FMD-425 Draping **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A study of the principles of apparel design using the draping method. Emphasis on fit, design, appropriateness, and construction techniques. May be taken without prerequisite courses with permission of the instructor. Also offered as ART-415. Prerequisites: FMD-115, and FMD-417 or ART-417.

FMD-427 Apparel Design **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Also offered as ART-427. Prerequisites: FMD-115.

FMD-428 CAD Apparel Design **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

Applications of apparel design techniques utilizing the computer to facilitate the design process. Emphasis will be placed on original designs, patterns, grading, and markers. Students must have computer experience. Prerequisites: FMD-115, and FMD-427 or ART-427.

FMD-442 Retail Buying **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course applies retail strategy and merchandising principles to the day-to-day activities and responsibilities of a retail buyer. Emphasis on customer identification, sales forecasting, merchandise budgeting, assortment planning, merchandise procurement, and vendor analysis. Prerequisites: FMD-244.

FMD-443 Special Problems in Retailing (2.00 cr.)

(Spring, Course Offered Every Year)

An in-depth study of problems which retailers are currently facing. Business environments are simulated for students to analyze, evaluate, and select alternative solutions which would best suit each firm studied. Recommendations will be submitted in the form of oral and written reports. Prerequisites: FMD-314.

FMD-495 Senior Project (3.00 cr.)

(Spring, Course Offered Every Year)

Senior design students will prepare and install an exhibition of their work or produce a fashion show featuring their own designs. Students are responsible for all aspects of their project including the promotion of the show or exhibit, labeling of items, securing models and/or dress forms, staging or set up, and hospitality arrangements. Either option should include at least ten complete, original outfit designs.

FMD-498 Honors Thesis in FMD (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the clothing and fashion merchandising faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

FMD-499 Research in Fashion Merchandising & Design (1.00–3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research or creative project exploring issues and problems in Fashion Merchandising and Design. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for credit for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: FMD-114, FMD-244.

First Year Experience

FYE-100 First Year Experience (1.00 cr)

(Fall, Course Offered Every Year)

The First Year Experience class is designed to facilitate a successful transition for women entering higher education. Emphasis will be placed on academic success, personal growth and self-management, campus/community resources and involvement, and ethical citizenship and diversity through interaction between faculty, staff, students and the community.

Foreign Language

FL-121, Awareness of Language (3.00 cr)

The course is specifically designed not to target any one language but to offer a practical introduction to the linguistic framework common to all languages. It introduces basic linguistic terms and concepts relating to the structures, meanings, sounds, and appropriateness of words and sentences in natural language. Also, it develops skills and strategies for successful foreign language acquisition both within and outside the classroom. This course does not satisfy the Foreign Language Competency Requirement. Course will be offered as needed. No prerequisites.

FL-764 The Teaching of a Foreign Language (4.00 cr.)

(Fall, Course Offered Every Year)

A pre-professional course aimed at identifying the goals of foreign language teachers and exploring different methods of reaching these goals. The student will begin building a file of teaching materials, including lesson plans, unit plans, and a plan for an academic year. Required for all students seeking licensure in a foreign language. May not be counted toward a major. Instructor's consent required.

Foods and Nutrition

FN-124 Principles of Food (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

The scientific principles of food selection and preparation. Two lectures and four hours of laboratory each week.

FN-227 Introductory Nutrition (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Basic principles of human nutrition with emphasis on nutrients, factors which affect their utilization in the human body, and the significance of application in diets for individuals and groups.

FN-250 Perspectives in Nutrition (2.00 cr.)

(Spring, Course Offered Every Year)

A holistic view of varying perspectives in nutrition and foods. Current and timely issues relating to hunger, food science, nutrition, policy issues and the food industry will be discussed in relation to local and global perspectives. Students will be given the opportunity to contemplate the vast potential for integration of nutrition into daily life and debate differing perspectives. Prerequisite: FN-227.

FN-260 Nutrition in Diverse Populations (3.00 cr.)

(Fall, Course Offered Every Year)

Principles of human nutrition applied to meet the health and nutrition needs at different stages of the life cycle. Role of culture, ethnicity and religion on food selection, dietary intake, and nutrition and health status. Government and community resources providing food and nutrition assistance will be discussed. Prerequisite: FN-227.

FN-299 Introduction to Research-Foods & Nutrition (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and problems in Foods and Nutrition. This course will provide an introduction to the research methods and techniques of the discipline. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors in the Department of Human Environmental Sciences and others by permission of the instructor. May be repeated for up to a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisite: FN-227.

FN-310 Food Service Management Systems I (3.00 cr.)

(Fall, Course Offered Every Year)

Introduction to the use of management skills in food service systems, including the application of quantity food production principles, with an emphasis on quality quantity food production, menu planning, food service equipment use, and facility design. Prerequisite: FN-124. Corequisite courses: FN-311, FN-312.

FN-311 Food Service Management Systems Lab for FN (1.00 cr.)

(Fall, Course Offered Every Year)

Laboratory experiments designed to apply food service production and management skills in quantity food settings. This course is designated for Food and Nutrition majors to supplement work in FN-310. Three laboratory hours per week. Prerequisites: FN-124. Corequisite courses: FN-310.

FN-312 Food Service Management Systems Lab for FCS (1.00 cr.)

(Fall, Course Offered Every Year)

Laboratory experiments designed to apply food service production and management skills in conventional and industrial settings. This course is designated for Family and Consumer Science majors to supplement work in FN-310. Three laboratory hours per week. Prerequisites: FN-124. Corequisite courses: FN-310.

FN-320 Food Service Management Systems II (4.00 cr.)

(Spring, Even Years)

Applied investigation into the use of management resources in food service systems, fundamental management processes, concepts and principles to improve decision making and problem solving. Consideration of purchasing procedures, storage, methods of cost control, personnel, safety, and nutrition quality in food decisions. Laboratory experiences are required. Prerequisites: FN-124, FN-310, ACC-230, and FN-311 or FN-312.

FN-330 Experimental Food Science (3.00 cr.)

(Fall, Even Years)

A study of the scientific principles underlying the composition of current food products, and the development of new or improved food products. Special emphasis on physical or sensory evaluation. Prerequisites: FN-124, FN-227, BIO-101, BIO-141.

FN-340 Nutrition Biochemistry & Metabolism (4.00 cr.)

(Spring, Course Offered Every Year)

A study of the essential macro- and micronutrients, related compounds, and phytochemicals in the diet of humans, their interrelationships, metabolism at the cellular level, and relationship to health. Research methods and study design in nutrition. Prerequisites: FN-227, CHE-221, CHE-241, BIO-251.

FN-440 Medical Nutritional Assessment, Therapy & Counseling I (4.00 cr.)

(Fall, Course Offered Every Year)

An integration of the biochemical and physiological processes in development and support of specific medical conditions with emphases on assessment and the process of developing appropriate medical nutritional therapies and appropriate nutritional counseling of individuals and groups. This is the first of a two-course sequence. Prerequisites: CHE-221 CHE-241 FN-227, FN-340. Corequisite courses: BIO-322, BIO-342, BIO-323, BIO-343.

FN-450 Medical Nutritional Assessment, Therapy & Counseling II (4.00 cr.)

(Spring, Course Offered Every Year)

The purpose of this course is to provide a culminating comprehensive study of the medical nutritional care process. Application of biological, physiological, and chemical parameters influencing specific medical conditions will be used in the study of nutritional etiology and support for disease processes. Assessment, development of appropriate scientifically-based medical nutritional therapy, and interviewing and counseling of the individual or group will be incorporated in the focus of the course. Case studies and hands-on learning experiences in anthropometric assessment specific to the medical nutritional intervention will be used for students to demonstrate attainment of competencies related to this course. The various roles of the medical nutritional team, nutritional, medical, pharmacological and nursing disciplines, will be considered in light of providing medical nutritional therapy for the individual or group. Prerequisites: FN-440.

FN-480 Colloquium in Nutrition (1.00 cr.)

(Spring, Course Offered Every Year)

Through selected readings and small group discussions, students will explore and critically analyze major concepts and developments in the field and enhance their awareness of the role of nutritionists in society. Students will complete, present and discuss her work and accomplishments in the major and the field in the form of a digital portfolio at the end of the course.

FN-498 Honors Thesis in Foods & Nutrition (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the foods and nutrition faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

FN-499 Research in Foods & Nutrition (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research project exploring topics and problems in Foods and Nutrition. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for up to a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: FN-227, 8 credits from CHE, 7 credits from BIO.

French

FRE-101 Elementary French Conversation I (3.00 cr.)

(Fall, Course Offered Every Year)

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who do not qualify for FRE-103. Independent language laboratory work required each week.

FRE-102 Elementary French Conversation II (3.00 cr.)

(Spring, Course Offered Every Year)

A review and continuation of FRE-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work is required each week.

FRE-103 Structural French (3.00 cr.)

(Fall, Course Offered Every Year)

A thorough and accelerated review of first-year French for students who had two years of high school French, but who do not qualify for FRE-205. Independent language laboratory work required each week.

FRE-205 Intermediate French I **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A review and continuation of FRE-102 or FRE-103, and gradual introduction of graded readings. Independent language laboratory work required each week. Prerequisites: FRE-102 or FRE-103.

FRE-206 Intermediate French II **(3.00 cr.)**

(Spring, Course Offered Every Year)

A continuation of FRE-205. Emphasis on the reading and discussion in French of texts of moderate difficulty. Independent language laboratory work required each week. Prerequisites: FRE-205.

FRE-207 Intermediate Conversation in French **(3.00 cr.)**

(Spring, Course Offered Every Year)

An intermediate-level course designed for students who have completed FRE205 and FRE206 (or equivalent), FRE207 aims to increase the student's oral proficiency in French through review, practice, and diverse stimuli for conversation. Content includes structured review of the primary verb tenses and of principal grammar points. Daily discussions and conversation. Regular reading of magazine and newspaper articles. Viewing of feature films. Occasional short essays and informal writing. The course is conducted in French. Weekly language laboratory work required. May be repeated for credit through an approved program of study abroad. Course offered as needed. Prerequisites: FRE 205 (Intermediate French I) and FRE 206 (Intermediate French II), or equivalent. Co-requisites: None.

FRE-299 Introduction to Research in French **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an intermediate level of complexity. In her project, the student will investigate an aspect of French language or Francophone literature, culture or civilization of personal interest and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and the faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from FRE at Level 200 or above.

FRE-300 Life and Study Abroad **(1.00-3.00 cr.)**

(Varies-Contact Dept. Head)

Intensive study and homestay in France. Credit awarded according to departmental guidelines. Permission of department required for enrollment. Pass/Fail grading only.

FRE-301 Business French **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

A survey of the vocabulary and principles of the French business world with special attention to the development of practical communication skills. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-302 Topics in Language and Culture **(1.00-3.00 cr.)**

(Varies-Contact Dept. Head)

Offered only in connection with the department's programs of study in France or a francophone country. Since instruction is in French, the course carries as a prerequisite the completion of second-year French. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Instructor's consent required. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-304 French Civilization **(3.00 cr.)**

(Fall, Even-Numbered Years Only)

A survey of the political and cultural history of France, including its contributions to Western culture in the fields of art, religion and music. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-305 French Phonetics and Phonology **(3.00 cr.)**

(Fall, Course Offered Every Year)

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all French majors and minors. One hour of non-credit language laboratory required each week. May be taken without prerequisite courses with permission of instructor. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-306 Advanced Grammar, Composition, Linguistics **(3.00 cr.)**

(Spring, Course Offered Every Year)

Study of complex grammar structures designed to improve students' writing skills. Required of all French majors and minors. One hour of non-credit language laboratory required each week. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-307 Advanced Conversation **(3.00 cr.)**

(Varies-Contact Dept. Head)

Focuses on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary French. Required of French majors. Open to juniors and seniors or to other students with permission from the instructor. May be taken without prerequisite courses with permission from the instructor. Prerequisites: FRE-305, FRE-306 or equivalent.

FRE-308 Francophone Literature **(3.00 cr.)**

(Fall, Even-Numbered Years Only)

Introduction to a variety of texts from the French-speaking world. Students will learn practical strategies for reading and analyzing a variety of literary genres in various media [text, film, music, art]. Recommended as an introductory literature course. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-309 French Women Writers **(3.00 cr.)**

(Fall, Odd-Numbered Years Only)

Introduction to a broad range of female authors from the Middle Ages to the present, expanding the students' understanding of how writing is shaped by gender, history and society. Students will learn practical strategies for reading and analyzing a variety of genres. Recommended as an introductory literature course. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-350 French Seminar **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A weekly seminar [80 minutes per week] designed to perfect a student's aural/oral skills in French. Aspects of the culture, civilization, and literature of French-speaking countries will be discussed. Will include films, workshops, field trips, and other activities. May be taken without the prerequisite courses with permission of the instructor. Two semesters are required of French majors; may be taken up to four times for credit. Pass/Fail grading may be elected by the non-major. Prerequisites: Take either FRE-205 and FRE-206 or FRE-305 and FRE-306 or equivalent.

FRE-364 Discoveries in French Literature I **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

Selected readings in French literature from the Middle Ages to the French Revolution with some emphasis on culture and civilization. May be taken without the prerequisite courses with permission of the instructor. Prerequisites: FRE-305, FRE-306 or equivalent.

FRE-365 Discoveries in French Literature II **(3.00 cr.)**

(Spring, Even-Numbered Years Only)

Selected readings in French literature from the French Revolution to the present. May be taken without prerequisite courses with permission of the instructor. Prerequisites: FRE-305, FRE-306 or equivalent.

FRE-498 Honors Thesis in French **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the honors student investigates an aspect of French language or Francophone literature, culture or civilization of personal interest and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Weekly meetings. It is expected that the honors student will spend at least ten hours per week on her thesis. Fulfills honors thesis requirement. Research performed in connection with study abroad is strongly encouraged. Prerequisites: 15 credits from FRE at Level 300 or above.

FRE-499 Junior & Senior Research in French **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an advanced level of complexity. In her project, the student will investigate an aspect of French language or Francophone literature, culture or civilization of personal interest, and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 12 credits from FRE at Level 300 or above.

Geoscience

GEO-200 Earth Science **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An introduction to the atmospheric, hydrologic, and geologic processes by which the physical environment of our planet is continuously reshaped and reformed. With corequisite lab counts as a laboratory science for general education requirements. Corequisite courses: GEO-240.

GEO-205 World Regional Geography **(3.00 cr.)**

(Spring, Course Offered Every Year)

A systematic survey of major world regions with emphasis on climates, land forms, resources and economics. Also includes discussions on political ties, and position in world trade. Counts as a social science elective for general education requirements.

GEO-240 Earth Science Laboratory **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Laboratory exercises involving the atmospheric, hydrologic, and geologic processes by which the physical environment of our planet is continuously reshaped and reformed. With corequisite course counts as a laboratory science for general education requirements. Corequisite courses: GEO-200.

GEO-299 Introduction to Research **(1.00-2.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. GEO-200 is strongly recommended as a prerequisite to this course. May be repeated for a total of three credit hours.

GEO-322 Economic Geography **(3.00 cr.)**

(Fall, Even-Numbered Years Only)

An analysis of the developing world economy in terms of core-periphery regions, international business, the geographical bases of agricultural, industrial and service industries, and the developing information-based industries. Counts as a social science elective for general education requirements. Also offered as ECO-322.

GEO-326 Environmental Resources **(3.00 cr.)**

(Fall, Odd-Numbered Years Only)

This course is an introduction to the inter-relationships among the physical, chemical, and biological processes and the large variety of resources of the physical world. Consequences from natural phenomena and, increasingly, human activities that use various resources, give rise to a number of environmental problems. Potential solutions to these problems will be discussed. This course meets the General Education Science in Society requirement. Prerequisites: take CHE-111 and CHE-141 or GEO-200 and GEO-240.

GEO-368 Political Geography **(3.00 cr.)**

(Spring, Even-Numbered Years Only)

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies. Counts as a social science elective for general education requirements.

GEO-499 Research **(1.00-2.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Open to junior and senior geography minors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. Prerequisite: GEO-200.

German

GER-101 Elementary German I (3.00 cr.)

(Fall, Course Offered Every Year)

Introduction to the German language including grammar, graded readings, and speaking. Independent language laboratory work required each week.

GER-102 Elementary German II (3.00 cr.)

(Spring, Course Offered Every Year)

Review and continuation of GER-101. Independent language laboratory work required each week. Prerequisites: GER-101.

GER-205 Intermediate German I (3.00 cr.)

(Fall, Course Offered Every Year)

Review of German grammar; introduction to more difficult aspects of the language; readings of appropriate difficulty; increased practice in speaking German. Independent language laboratory work required each week. Prerequisites: GER-102.

GER-206 Intermediate German II (3.00 cr.)

(Spring, Course Offered Every Year)

A continuation of GER-205. More advanced grammar and readings and further emphasis on speaking. Independent language laboratory work required each week. Prerequisites: GER-205.

GER-300 Life and Study Abroad (1.00-3.00 cr.)

(Varies-Contact Dept. Head)

Intensive study and homestay in a German-speaking country. Credit awarded according to departmental guidelines. Permission of department required for enrollment. Pass/Fail grading only.

GER-302 Topics in Language and Culture (1.00-3.00 cr.)

(Varies-Contact Dept. Head)

This course is offered only in connection with the department's programs of study in Germany or Austria. Since instruction is in German, the course carries as a prerequisite the completion of second-year German. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Instructor's consent required. Prerequisites: GER-205, GER-206.

GER-306 Advanced German Grammar (3.00 cr.)

(Varies-Contact Dept. Head)

Study of complex grammar structures designed to improve students' writing skills. Required of all German majors and minors. Prerequisites: GER-205, GER-206.

GER-307 Advanced Conversation (3.00 cr.)

(Varies-Contact Dept. Head)

Focuses on advanced oral proficiency with detailed analysis of the semantic and syntactic structure of the German language. Prerequisites: GER-205, GER-206.

GER-366 Advanced German Reading (3.00 cr.)

(Varies-Contact Dept. Head)

Readings and discussions of selected authors. May be repeated for credit. Prerequisites: GER-205, GER-206.

Health

HED-100 Contemporary Health Issues (2.00 cr.)

(Fall, Course Offered Every Year)

A course designed to provide students with knowledge of personal and community health. Special emphasis on developing positive health attitudes and practices.

HED-200 Responding to Emergencies (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

A course designed to prepare students with knowledge and skills to administer immediate care to victims of injuries and sudden illness. Students who successfully complete the course will receive American Red Cross Certification. Additional fee assessed.

HED 220 Fitness and Wellness (2.00 cr.)

(Spring, Course Offered Every Year)

A course designed to develop understanding in the conceptual knowledge of health and fitness in the development and maintenance of human wellness. The course will allow each student to plan a program of physical activity that meets her unique needs and interests. The ultimate goal is to help students plan for a lifetime of wellness including physical fitness and healthy nutrition.

HED-282 Prevention & Care of Movement Injuries (2.00 cr.)

(Spring, Course Offered Every Year)

A course designed to provide instruction in the prevention and care of movement injuries. This course will include an introduction to athletic training, fundamentals of injury prevention and evaluation, and the management of the most common dance and sport-related injuries. Emphasis will be placed on providing practical opportunities to develop evaluation skills and taping techniques.

HED-320 Our Bodies-Our Lives (3.00 cr.)

(Varies-Contact Program Director)

This course will focus on the way in which individuals develop their identities through the body's experiences in American culture. Drawing upon an interdisciplinary range of research and ideas, the course will explore how the body is influenced and shaped by society; how individuals are affected by myths about the ideal or "normal" body; and the way the body has been objectified in areas of fitness, health and beauty. We will look at the effects of the media, popular culture, education, and other areas of socialization to gain self-awareness as to the ways students' lives reflect the process of how they embody cultural values and social attitudes. Also offered as SOC-320.

History

HIS-101 Emergence of Western Civilization (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

The evolution of Western civilization from the ancient Greek, Roman, Judaeo-Christian, and Germanic traditions, the medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance.

The final evolution of these traditions through the commercial, religious, political, and scientific revolutions to 1750.

HIS-102 Modern Western Civilization (3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

The rise of industrialism, nationalism, socialism, and science. The role of imperialism, Fascism, and Com-munism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world.

HIS-103 The World in the 20th Century (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will examine key events, issues and developments in the 20th century world predominantly from the perspective of non-Western cultures. It will pay particular attention to the issues of European imperialism and de-colonization; the application of Western ideologies of liberalism, communism, and nationalism in non-Western settings; and economic and cultural globalization. Case studies will demonstrate differing responses to the challenges of modernization in the 20th century.

HIS-200 Introduction to Latin American History (3.00 cr.)

(Spring, Odd-Numbered Years Only)

This course will begin with a study of colonial independence, ending with the study of contemporary characteristics of modern Latin American states.

HIS-214 American History to 1876 (3.00 cr.)

(Fall and Summer, Course Offered Every Year)

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction.

HIS-215 American History Since 1876 (3.00 cr.)

(Spring, Course Offered Every Year)

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the growth of federal power.

HIS-224 Introduction to Asian History (3.00 cr.)

(varies: contact department head)

A study of the traditions, attempts at modernization in the 19th century, and the contemporary scene in important Asian regions and countries.

HIS-250 Introduction to Archaeology (3.00 cr.)

(varies: contact department head)

This course provides students with a basic introduction to the scope and concerns of archaeology, a deeper understanding of the human past, and a greater sensitivity to issues surrounding the reconstruction and representation of that past. Through the semester we will survey some of the more famous archaeological discoveries including Lucy, King Tut's tomb, and also discuss more contemporary discoveries such as New York City's African burial ground and Blackbeard's Queen Anne's Revenge. Over the semester we will also conduct several activities dealing with the hands-on analysis of material culture, and will visit and critically analyze several local archaeological sites and reconstructions.

HIS-281 Introduction to African History (3.00 cr.)

(Fall, Course Offered Every Year)

This course will introduce students to the history of the African continent, including the modern country of South Africa. It will survey the fundamental elements of societal organization, the emergence of major kingdoms such as Great Zimbabwe and the Zulu, the impact of the discovery of diamonds and gold, the beginnings of the slave trade, the imposition of European colonialism, the emergence of apartheid, and the problems of Africa's newly independent states.

HIS-282 The Modern Middle East (3.00 cr.)

(Spring, Course Offered Every Year)

This course will address cultural, social and political issues in the Middle East in the late 19th and especially in the 20th century. Topics covered will include imperialism, nationalism, the creation of modern states, the Palestinian-Israeli conflict, the Iranian Revolution, the politics of oil, U.S. - Middle East relations, and the emergence of activist Islamic groups. Also offered as POL-282.

HIS-300 Introduction to Public History (3.00 cr.)

(Spring, Course Offered Every Year)

An introduction to the theoretical background of public history and its disciplines; historic preservation, museum studies, archives and records administration and documentary editing. Students read literature in these disciplines and solve practical problems in public history.

HIS-302 Modern British History (3.00 cr.)

(Varies-Contact Dept. Head)

This course will explore some of the major developments in modern British history between the seventeenth and twentieth centuries. In particular, it will focus on the related economic, social and political changes that made the British people into a modern democratic nation and led them, for better or for worse, to reach out across the entire globe. With special attention to the intellectual history and literature of these centuries, the course will also investigate how various British thinkers have tried to make sense of their lives and improve their society. By the end of the course students should feel very much at home among a people whose history has deeply shaped our own.

HIS-304 Greek and Roman History (3.00 cr.)

(Fall, Odd-Numbered Years Only)

A study of the cultural and historical characteristics of the ancient Greeks and Romans with special emphasis on their contributions to subsequent civilizations.

HIS-306 Russia in the Twentieth Century (3.00 cr.)

(Fall, Odd-Numbered Years Only)

A study of the political, social, and cultural development of Russia and the Soviet Union across the 20th century.

HIS-308 20th Century Europe (3.00 cr.)

(Fall, Even-Numbered Years Only)

War, revolution, more war, genocide, the threat of nuclear annihilation, the collapse of Communism and the Russian Empire: this is Europe in its most destructive century ever. This course attempts to understand why this happened, the form it took, and its impact on the world.

HIS-310 Modern China (3.00 cr.)

(Varies-Contact Dept. Head)

China in the 20th century with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts.

HIS-311 Modern Japan (3.00 cr.)

(Varies-Contact Dept. Head)

Survey of economic, political and social developments since the middle of the nineteenth century. Emphasis will be placed on the adaptation of traditional Japanese customs and institutions to accommodate the changes necessary for Japan to succeed in an industrial, Western-dominated world.

HIS-312 India: Past and Present (3.00 cr.)

(Varies-Contact Dept. Head)

After an overview of the contemporary scene in India, this course will explore traditional Indian history and culture, including the ancient Indus Valley civilization, Aryan civilization, the Indo-Aryan synthesis, Hinduism, Buddhism, and Islam in India, Mughal imperial unification, the arrival of the British in India, the rise of Indian nationalism with Gandhi and Nehru, Indian independence, modern India and the role of India in the world today. Carefully selected films will complement the readings and lectures, and students will be made aware of resources concerning India in the academic community in Raleigh and in the Research Triangle.

HIS-314 Colonial American History (3.00 cr.)

(Spring, Odd-Numbered Years Only)

The colonial origins of American society and ethnic diversity to the emergence of the American nation in the Revolutionary period.

HIS-319 Contemporary American History (3.00 cr.)

(Spring, Even-Numbered Years Only)

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism, civil rights, youth revolt, women's rights, and democracy.

HIS-325 Asian Civilizations (3.00 cr.)

(Varies-Contact Dept. Head)

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages.

HIS-330 US & the World in the 20th Century (3.00 cr.)

(Spring, Odd-Numbered Years Only)

A study of global issues involving the United States vis-à-vis Europe, the former Soviet Union, Latin America, Africa, Middle East, and Asia. May be taken for credit in political science or history. Also offered as POL-330.

HIS-333 History of the South (3.00 cr.)

(Fall, Odd-Numbered Years Only)

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments.

HIS-334 Methods of Historical Research (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introductory course in historical research and writing that is required of all majors. It focuses on finding, evaluating, and using historical sources; on organizing and presenting historical research; and on analyzing historical literature. Each student should plan to take this course before she undertakes HIS-499, Senior Research, and HIS-495, Senior Seminar.

HIS-383 Religion in U.S. History (3.00 cr.)

(Fall, Odd-Numbered Years Only)

A study of the religions of the United States from the pre-colonial period to the present. Special attention to the impact of religious beliefs and practices in the shaping of U.S. culture and society. Focus will be placed on major periods, movements, and events and their connections to religious experience: the founding of the republic and civil religion, denominationalism and revivalism, frontier and utopian quests, Protestant/Catholic/Jewish interaction, slavery and civil rights, science and fundamentalism, secularism and pluralism. Cross-listed as REL-383. Prerequisites: One 100 level Religion course.

HIS-385 Europe in the Middle Ages (3.00 cr.)

(Spring, Even-Numbered Years Only)

This course will survey major developments in Western Europe from roughly 400 CE to 1300 CE. It will use primary and secondary sources to explore the growth of a distinctly European civilization upon its Judaeo-Christian, classical and Germanic roots, and will trace the expression of this civilization through its political, religious and educational institutions; its formal religious thought and vernacular literature; its art, architecture and music; and its interactions with different cultures both within and beyond its borders. Specific topics covered will include the Germanic invasions, monasticism, the conversion of Europe, the growth of the manorial and feudal systems, scholastic thought in the universities, heresy and the crusades, the growth of representative government and others. Also offered as REL-385.

HIS-387 Age of Renaissance/Reformation (3.00 cr.)

(Spring, Odd-Numbered Years Only)

This course will work primarily through class discussion of primary sources to understand the changes in outlook expressed in the Renaissance, the Reformation and the Scientific Revolution between the fourteenth and seventeenth centuries. In particular, it will focus upon the transition from medieval toward modern attitudes in areas such as historical and scientific thought, political and educational theory, philosophy, art, music and religious thought and practice. It will also address the economic, social and political variables that underlay these changes in intellectual life, as well as the impact that these ideas had upon European society. Students will be encouraged to explore individual interests from their own major fields and personal backgrounds. Also offered as REL-387.

HIS-495 Senior Seminar (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A culminating seminar that brings together work done across the major, builds upon HIS-334 and links to Senior Research in History, HIS-498 and HIS-499. Students will review schools of historical interpretation and methods of historical research and then apply these to an ongoing analysis of contemporary developments both national and international. They will meet twice a week to improve oral and written communication skills through class discussion, formal presentations and a variety of written assignments. They will also make and implement plans for postgraduate education and careers. Students should take HIS-495 at the same time they pursue Senior Research in History, HIS-498 or HIS-499. May be taken without prerequisite course with permission of the instructor. Prerequisites: HIS-334 or permission of instructor.

HIS-498 Honors Thesis in History (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Each senior major in the Honors and/or Teaching Fellows Program must choose, research, write and present orally an honors thesis that reflects her training, interests, and/or career direction. Each student who plans to write an honors thesis must, in consultation with a departmental adviser, identify a viable topic before she registers for HIS-498. During the semester in which she writes the honors thesis, she should also take HIS-495. Prerequisites: HIS-334 or permission of instructor.

HIS-499 Senior Research **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Under the direction of the appropriate faculty member, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The faculty director must approve a preliminary research proposal before the student can pre-register for this course. Students should take HIS-495, Senior Seminar, during the same semester that they take Senior Research. Required of senior history majors and open to junior majors with permission of the department head. May be repeated for credit for a total of six hours. Prerequisites: HIS-334.

HIS-520 History of North Carolina **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

A study of North Carolina from the colonial period to the present. Emphasis on the internal forces which shaped the state and her contributions in the national history.

HIS-764 The Teaching of Social Studies **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of the methods required for teaching grades 6-9, and grades 9-12, social studies. May not count toward a major.

Interior Design

ID-142 History of Architectural Interiors & Furnishings **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ART-142.

ID-144 Interior Design I **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An exploration of the basic principles and skills of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. ART-101 or ART-105 are either prerequisites or corequisites to this course. Six studio hours per week. Also offered as ART-144.

ID-243 Interior Design Drafting & Presentation **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course includes continued development of architectural drafting skills with the addition of isometric, axonometric, and perspective drawing. Visual presentation skills, including rendering, will be developed. Six studio hours per week. Prerequisites: ID-144.

ID-244 Interior Design II **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Studio problems in interior design for residential projects. Included will be construction drawings, space planning, and specifications for residential interiors. Six studio hours each week. Prerequisites: ID-144, ID-243 and ART-101 or ART-105.

ID-245 Housing Issues **(3.00 cr.)**
(Fall, Course Offered Every Year)

Study of psychological, physiological, social, and environmental aspects of shelter. Included will be a study of the housing needs of elderly and handicapped; cross-cultural perspective of housing; ergonomics; historic preservation; energy efficiency; and government policies influencing housing.

ID-246 Interior Design Materials **(3.00 cr.)**
(Spring, Course Offered Every Year)

An in-depth study of materials used in interior design, including textiles, window treatments, floor and wall coverings, furniture and accessories. Skills in designing window treatments, and calculating yardage needed for floor and wall coverings, window treatments and upholstered furniture.

ID-248 Technology Applications for Interior Design **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Exploration of technology techniques and tools for Interior Design. Design software and internet exploration. Introduction of computer aided drafting and design. Prerequisites: ID-144.

ID-299 Introduction to Research in Interior Design **(1.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and problems in Interior Design. This course will provide an introduction to the methods and techniques of the discipline. The research experience will culminate in a paper and/or presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: ID-144.

ID-343 Construction Technology **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Survey of residential and nonresidential systems, building materials, construction methods, building codes, and wood furniture design. Prerequisites: ID-144, ID-244.

ID-344 Interior Design III **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course includes advanced presentation skills, cabinet design and detailing, residential and nonresidential studio problems relating to energy conservation and designing interiors for special populations, such as the handicapped and elderly. Six studio hours per week. Prerequisites: ID-144, ID-243, ID-244.

ID-348 Interior Lighting Design **(3.00 cr.)**
(Spring, Course Offered Every Year)

Exploration of light as a design element in interior design; lighting theory; emphasis on technical aspects of lighting; lighting calculations; lighting specification and installation. Studio problems with application to residential, office, hospitality, retail, and institutional settings. Prerequisites: ID-144, ID-243, ID-244.

ID-443 Professional Practices in Interior Design **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course will include business procedures and ethical practices of interior design; preparation of design contracts and specifications; introduction to professional organizations; portfolio critiques; project management and facilities management; interior design research and publication. Students must have senior standing to enroll. Prerequisites: ID-144, ID-243, ID-244, ID-344.

ID-444 Interior Design IV (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An advanced design studio course, this course explores large-scale design problems. Emphasis is given to multi-use spaces, building systems and codes. In addition to studio projects, research and related readings are included. Students must have senior status to enroll. Six studio hours a week. Prerequisites: ID-144, ID-243, ID-244, ID-343, ID-344.

ID-447 Contract Interior Design (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

The execution of creative and functional solutions for commercial and institutional interior design problems. Included will be space planning and specification of materials and furnishings for non-residential interiors. Lecture and six studio hours each week. Prerequisites: ID-144, ID-243, ID-244, ID-344.

ID-448 Special Problems in CADD (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Application of advanced computer aided design for residential and commercial interiors. Further exploration of overlay design packages. Prerequisites: ID-248.

ID-498 Honors Thesis in Interior Design (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the interior design faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

ID-499 Research in Interior Design (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research or creative project exploring issues and problems in Interior Design. The research experience will culminate in a paper and/or presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for credit for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: ID-244.

Interdisciplinary Studies

IDS-100 Appreciation of Fine Arts (3.00 cr.)

(Varies-Contact Dept. Head)

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as an elective in the humanities and fine arts.

IDS-110 Information Research & Technology (1.00 cr.)

(Varies, Contact Dean of Library Information Services)

Hands-on use of the computer network and library information resources in all formats [including e-mail, internet, computerized catalogues and indexes, and print resources]. Students learn to find, evaluate and use information. A CamNet account is required. Pass/Fail grading only.

IDS-280 China Today (3.00 cr.)

(Spring, Course Offered Every Year)

Modern China is best understood in the context of its history, perhaps the lengthiest in the world and certainly the lengthiest in Asia. This course begins with an overview of Chinese history and geography. It includes Chinese culture and the festivals that are such an important part of that culture. Students also learn about Chinese philosophy, literature, music, arts, heroes, food and ethnic minorities as well as contemporary issues.

IDS-300 Arts, Artifacts & Culture-Europe (3.00 cr.)

(Meredith Abroad, Course Offered Every Year)

An introduction to the culture and the social life of the peoples of continental Europe based upon a study of the arts and artifacts they produced. This course places special emphasis on the countries students visit while studying in Continental Europe. Terms are defined broadly, looking at literary, visual and musical arts as well as dance; architecture of both private and public spaces; and artifacts of all kinds. Focus will be on folk as well as high culture; ancient as well as modern times; and traditional as well as avant-garde modes. Students examine expressions that are secular as well as religious; utilitarian as well as purely ornamental; and communal as well as personal. To facilitate students' observations of local culture, the spoken languages of the countries being visited will be studied.

IDS-301 Arts, Artifacts & Culture-UK (3.00 cr.)

(Meredith Abroad, Course Offered Every Year)

An introduction to the culture and social life on the peoples of the United Kingdom based on a study of the arts and artifacts they produced. This course places special emphasis on the countries students visit while studying in the United Kingdom. Terms are defined broadly, looking at literary, visual and musical arts as well as dance; architecture of both private and public spaces; and artifacts of all kinds. Focus will be on folk as well as high culture; ancient as well as modern times; and traditional as well as avant-garde modes. Students examine expressions that are secular as well as religious; utilitarian as well as purely ornamental; and communal as well as personal.

Italian

ITA-101 Elementary Italian I (3.00 cr.)

(Fall, Course Offered Every Year)

Introduction to modern spoken Italian. English will be used in the classroom for orientation purposes only. Grammar, graded readings, and speaking. Independent language laboratory work required each week.

ITA-102 Elementary Italian II (3.00 cr.)

(Spring, Course Offered Every Year)

A review and continuation of ITA-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required each week. Prerequisites: ITA-101.

ITA-205 Intermediate Italian I (3.00 cr.)

(Spring, Course Offered Every Year)

This course aims to build the students' ability in speaking, reading and writing Italian, as well as understanding spoken Italian, and to allow them to delve more deeply into the culture of Italy. The course includes extensive conversational practice as well as supplemental readings of literary and cultural texts and readings from the Internet. Conducted in Italian. Prerequisite: ITA 102 (Elementary Italian II) or equivalent. Weekly work in language laboratory required. This course is a prerequisite for ITA 206. Co-requisites: None.

ITA-206 Intermediate Italian II **(3.00 cr.)**

(Spring, Course Offered Every Year)

This course aims to build the students' ability in speaking, reading and writing Italian, as well as understanding spoken Italian. The course includes extensive conversational practice as well as supplemental readings of literary and cultural texts and from the Internet. Conducted in Italian. Prerequisite: ITA 205 (Intermediate Italian I). Weekly work in language laboratory required. Co-requisites: None.

ITA-299 Introduction to Research in Italian **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an intermediate level of complexity. In her project, the student will investigate an aspect of Italian language or literature, culture or civilization of personal interest and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and the faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from ITA from Level 200 or above.

ITA-498 Honors Thesis in Italian **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the honors student investigates an aspect of Italian language, literature, culture or civilization of personal interest and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Weekly meetings. It is expected that the honors student will spend at least ten hours per week on her thesis. Fulfills honors thesis requirement. Research performed in connection with study abroad is strongly encouraged. Prerequisites: 6 credits from ITA from Level 300 or above.

ITA-499 Junior & Senior Research in Italian **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an advanced level of complexity. In her project, the student will investigate an aspect of Italian language or literature, culture or civilization of personal interest, and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from ITA from Level 300 or above.

Latin

LAT-101 Elementary Latin I **(3.00 cr.)**

(Fall, Course Offered Every Year)

A course for beginners in the fundamentals of Latin grammar. Independent computer work required each week.

LAT-102 Elementary Latin II **(3.00 cr.)**

(Spring, Course Offered Every Year)

A review and continuation of LAT-101. Increased emphasis on reading. Independent computer work required each week. Prerequisites: LAT-101.

LAT-205 Intermediate Latin I **(3.00 cr.)**

(Fall, Course Offered Every Year)

An intermediate course in Latin designed to prepare the student for work with the more difficult authors, including Cicero and Ovid. Grammar review. Independent computer work required each week. Prerequisites: LAT-102.

LAT-206 Intermediate Latin II **(3.00 cr.)**

(Spring, Course Offered Every Year)

A continuation of LAT-205 with further emphasis on advanced readings. Independent computer work required each week. Prerequisites: LAT-205.

Legal Studies

LEG-400 Legal Survey **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An overview of the legal principles and procedures in major areas of the law, including civil procedure, torts, criminal law, contracts, real property, domestic law, wills and estates, and corporations. Open to juniors and seniors only. Permission from the Director of the Paralegal Program is required to enroll.

LEG-401 Legal Research **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Legal bibliography and research methods. Included are court reports, statutes and digests; legal encyclopedias, treatises and periodicals; computer research; legal citation form; Shepard's citations; introduction to legal writing. Open to juniors and seniors only. Permission of the Director of the Paralegal Program is required to enroll. Prerequisite: LEG-400.

Mathematics

MAT-090 Intermediate Algebra Review **(2.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course is designed as a preparation for college algebra and other 100-level mathematics courses covering the following topics: the real number system, exponents, roots, radicals, polynomials, factoring, rational expressions, equations and inequalities, graphing linear equations and inequalities, graphing quadratic equations, and word problems. Counts as two credit hours toward course load and full-time student status but does not count as college credit.

MAT-130 Exploring With Mathematics (3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

This course emphasizes reasoning and communicating to clarify and refine thinking in practical areas of life. Students will gain confidence in their ability to apply their mathematical skills to applied problems and decision making. Topics will be chosen from: set theory, probability, visual representation of information, geometry, and graph theory.

MAT-141 College Algebra (3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

This course is a study of the algebra of functions. Topics covered include polynomial and rational functions, exponential functions and logarithmic functions. Graphing calculators will be used. Credit not allowed for both MAT-141 and MAT-144. Credit in this course is not given to students who already have credit for MAT-211.

MAT-143 Trigonometry (2.00 cr.)

(Fall, Spring and Summer Course Offered Every Year)

The course will emphasize the use analytic trigonometry in a wide variety of applications. Topics covered will include trigonometric relationships in triangles, trigonometric functions and trigonometric identities. Graphing calculators will be used. Credit not allowed for both MAT-143 and MAT-144. Credit in this course is not given to students who already have credit for MAT-211.

MAT-144 Functions and Graphs (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course is a study of the algebra and geometry of functions. Topics covered include polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. Graphing calculators will be used. After completing this course, a student would have an appropriate background for MAT-211, Calculus I. Credit not allowed for both MAT-141 or MAT-143 and MAT-144. Credit in this course is not given to students who already have credit for MAT-211.

MAT-211 Calculus I (4.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of functions, limits, continuity, the derivative, and the integral. Applications of differentiation and integration include maxima, minima, marginal cost and revenue, rectilinear motion, areas and volumes. Students will use graphing calculators. May be taken without prerequisite courses with department's permission. Prerequisites: MAT-141 and MAT-143 or MAT-144).

MAT-212 Calculus II (4.00 cr.)

(Fall and Spring, Course Offered Every Year)

A continuation of the calculus of functions of one variable. Topics include volumes of rotation, transcendental functions, integration techniques, polar coordinates, parametric equations, and infinite series. Students will use graphing calculators and computer packages. May be taken without prerequisite with department's permission. Prerequisites: MAT-211.

MAT-220 Linear Algebra (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of vector spaces, linear transformations, matrices, determinants, and their applications. Students will use calculators and computer packages. Prerequisites: MAT-211.

MAT-245 Statistics I (3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

A general introduction to descriptive and inferential statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical analysis technology. May be taken without prerequisites with department's consent. Prerequisites: MAT-141 or MAT-144.

MAT-250 Introduction to Mathematical Reasoning (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course is a study of logic and an introduction to various techniques of mathematical proof, including direct proof, indirect proof, and proof by induction. Students will be involved actively in the construction and exposition of proofs from multiple representations—visually, numerically, symbolically—and will present their reasoning in both oral and written form. Topics covered include sets and basic properties of the integers, rational numbers, and real numbers. Throughout the course, students will explore strategies of problem-solving and active mathematical investigation. After completing this course, a student would have an appropriate background for upper-level theoretical mathematics courses. Prerequisites: MAT 212 or Corequisites: MAT 212 with permission of the instructor.

MAT-262 Discrete Mathematics (3.00 cr.)

(Spring, Course Offered Every Year)

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as CSC-262. May be taken without prerequisites with department's consent. Prerequisites: MAT-141 and MAT-143 or MAT-144.

MAT-264 Topics in Math-Middle Grades Licensure (1.00-2.00 cr.)

(Fall, Course Offered Every Year)

An independent study designed to complete the mathematics concentration for a Middle Grades [6-9] Licensure Program. The course is tailored for each student according to her mathematical background, and therefore may carry 1 or 2 semester hours credit. A student usually takes the course in conjunction with MAT-764, which is offered every fall. May not be counted toward a mathematics major or minor. Prerequisite: admission to the Teacher Education Program or permission of the instructor. Instructor's consent required.

MAT-290 Honors Math Lab (1.00 cr.)

(Fall, Course Offered Every Year)

Students work in teams to explore via computer various mathematical concepts. The experiment-conjecture-proof technique allows students to experience some of the excitement of discovering mathematics. During the lab period, the teams interact in a cooperative setting and discuss the meaning of what they are learning. All of the labs contain dynamical graphical displays which enhance the students' understanding of the topics studied. At the end of each experiment, students submit a written report describing their findings. Pre or Corequisite courses: MAT-211, 212 or 213.

MAT-299 Introduction to Mathematics Research (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original research in mathematics. Students will submit findings in a formal written report and will give an oral presentation.

Students will be expected to work approximately three hours per week on the research project for each semester hour of credit. May be repeated for a maximum of six credit hours.

MAT-313 Calculus III **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A study of vectors in two and three dimensions and multivariate calculus. This includes three-dimensional analytic geometry, partial differentiation and multiple integration, and line integrals. Students will use technology for exploration and problem solving. May be taken without prerequisite with department's permission. Prerequisites: MAT-212.

MAT-321 Modern Abstract Algebra **(3.00 cr.)**

(Fall, Course Offered Every Year)

A study of general algebraic systems. Topics covered will include relations, mappings, groups, rings, and fields. Group theory is emphasized. Prerequisites: MAT-250.

MAT-334 Modern College Geometry **(3.00 cr.)**

(Fall, Even-Numbered Years Only)

A course emphasizing Euclidean geometry and introducing hyperbolic, elliptic, and transformational geometries. Students will use methods of discovery, construction, and proof to study geometric systems. Prerequisites: MAT-250, 3 courses from MAT except MAT-130, MAT-141, MAT-143, MAT-144.

MAT-340 Probability and Statistics **(3.00 cr.)**

(Fall, Odd-Numbered Years Only)

The study of probability and statistical inference. Emphasis is placed on the theoretical development of probability distributions, discrete, continuous, and multivariate, and the sampling distributions used in statistical inference. Prerequisites: MAT-212, MAT-245.

MAT-345 Statistics II **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

A continuation of MAT-245 which includes linear models [simple and multivariate], analysis of variance, and regression analysis [linear and non-linear]. Application of these topics will be drawn from business, economics, the social sciences, biology and other areas. Students will use statistical analysis technology. Prerequisites: MAT-245 or PSY-200.

MAT-348 Non-Parametric Statistics **(3.00 cr.)**

(Spring, Even-Numbered Years Only)

A study of distribution-free statistical methods. Estimation and hypothesis testing when population distributions are specified only in broad terms. Studies of randomness, trend, independence, symmetry, and goodness-of-fit. Analysis of qualitative [nominally scaled] and ranked data. Chi-squared tests, rank procedures, Spearman rank-correlation, and other methods. Students will use statistical analysis technology. Prerequisites: MAT-245 or PSY-200.

MAT-354 Differential Equations **(3.00 cr.)**

(Spring, Even-Numbered Years Only)

A study of first order differential equations, linear differential equations of higher order, Laplace transforms, series solutions, and applications. Students will use a computer package. Prerequisites: MAT-212.

MAT-360 Numerical Analysis **(3.00 cr.)**

(Fall, Even-Numbered Years Only)

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as CSC-360. Prerequisites: MAT-212.

MAT-362 Topics in Discrete Mathematics **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

Topics chosen from combinatorics, graph theory, and other areas of discrete mathematics of particular application in computer science. Prerequisites vary with the topics studied.

MAT-410 Advanced Calculus **(3.00 cr.)**

(Spring, Course Offered Every Year)

A rigorous treatment of the foundations of calculus. A study of the algebraic and topological properties of the real numbers; one-variable calculus, including limits, continuity, differentiation, Riemann integration, and series of functions. Prerequisites: MAT-250, MAT-313.

MAT-415 Topics in Analysis **(3.00 cr.)**

(Fall, Course Offered Every Year)

Topics chosen from among the areas of multivariable calculus, advanced calculus, real analysis, or complex variables. Prerequisites: MAT-250, MAT-313.

MAT-425 Topics in Algebra **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

Topics chosen from the areas of advanced linear algebra, number theory, or abstract algebra. Prerequisites vary with the topic studied.

MAT-434 Topics in Geometry & Topology **(3.00 cr.)**

(Spring, Even-Numbered Years Only)

Topics chosen from the areas of geometry or topology. Prerequisites: MAT-250.

MAT-490 Senior Seminar **(3.00 cr.)**

(Fall, Course Offered Every Year)

Students will work in teams on problem solving and on a research project. The results of the research project will be presented in both written and oral forms. Topics will also include selected readings in the discipline and study of professional organizations. A satisfactory score on the end-of-course test is required for completion of the course. Open to seniors only.

MAT-498 Honors Thesis in Mathematics **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the mathematics faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only. Second semester juniors may enroll with permission of the faculty mentor.

MAT-499 Research in Mathematics **(1.00-3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. Open to juniors and seniors majoring in mathematics and to others by permission of the department. May be repeated for credit for a maximum of six credit hours.

MAT-764 Methods Secondary/Middle Math **(3.00 cr.)**

(Fall, Course Offered Every Year)

A study of the philosophy and objectives of mathematics education, emphasizing methods and materials needed for teaching mathematics in the middle and secondary schools. Attention is given to the importance of planning for instruction and evaluating both the instruction and student performance. Students must demonstrate their skills in planning, teaching, and evaluating. Instructor's consent required.

Medieval & Renaissance Studies

MRE-201 Pilgrims, Poets, and Prophets **(3.00 cr.)**

(Fall, Course Offered Every Year)

The pilgrimage route of medieval Europe lends structure to this exploration of the culture and civilization of the Middle Ages. The course focuses on France but also considers England, Italy, and Spain. Along the way, students explore selected works of architecture and oral literature, for example, the "Chanson de Roland" or the romances of "Tristan and Yseut;" discover the art of memory as prologue to a study of writing and the design and production of books; consider the birth of the university and early forms and programs of academic study; and evaluate the clash of Christian and Islamic values. Excerpts from the works of Calabrian poet Joachim of Flora provide insight into medieval notions of history, the Endtime, and the Other. Required of all Medieval and Renaissance Studies minors. Must be completed prior to enrollment in a research course, or must be 3 of the last 9 hours taken to satisfy requirements for the minor.

MRE-299 Introduction to Research in Medieval/Renaissance Studies **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor, the student investigates an aspect of medieval and renaissance studies of interest to her and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Research performed in connection with study abroad is strongly encouraged. Permission of the Medieval and Renaissance Studies program coordinator required prior to enrollment. Prerequisites: MRE-201.

MRE-498 Honors Thesis Medieval/Renaissance Studies **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor, the honors student investigates an aspect of medieval and renaissance studies of interest to her and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Research performed in connection with study abroad is strongly encouraged. Permission of the Medieval and Renaissance Studies program coordinator required prior to enrollment. Prerequisites: MRE-201.

MRE-499 Research in Medieval/Renaissance Studies **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor, the student investigates an aspect of medieval and renaissance studies of interest to her and, as a culminating experience for the minor, prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Research performed in connection with study abroad is strongly encouraged. Students wishing to build on an earlier research experience in medieval and renaissance studies or to begin a new topic of personal or academic interest may repeat this course for credit for a maximum of 6 credit hours. Permission of the Medieval and Renaissance Studies Program Coordinator and Junior or senior standing required. Prerequisites: MRE-201.

Applied Music

MUA-040 Beginning Class Piano **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Introduction to fundamentals of the keyboard. Familiar songs, sight-reading, transposition, chords, ensemble playing.

MUA-041 Intermediate Class Piano **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A continuation of MUA-040. Additional music from the classical and popular repertoire. May be taken without prerequisite course with instructor's consent. Prerequisites: MUA-040.

MUA-044 Preparatory Piano **(1.00-4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

Repertoire may range from beginning materials to more advanced repertoire appropriate to the individual student.

MUA-050 Beginning Class Voice **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Class lessons in voice will provide the non-major student an introduction to the fundamental techniques required to develop a stable and healthy singing voice. Students will explore the roots of vocal identity, breathing system, posture, initiating tone, vocal registration, optimizing tone quality, learning and performing a song. No previous vocal/choral experience necessary.

MUA-054 Preparatory Voice **(1.00-4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

Repertoire may range from beginning materials to more advanced repertoire appropriate to the individual student.

MUA-060 String Instruments **(1.00-3.00 cr.)**

(Fall or Spring, Once Every Three Semesters)

Practical study of string instruments with emphasis on the violin, including teaching methods.

MUA-068 Guitar Class **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished.

MUA-070 Woodwind Techniques **(2.00 cr.)**

(Fall or Spring, Once Every Three Semesters)

Students learn proper performance techniques for flute, oboe, clarinet, and bassoon. Areas covered include embouchure, tonguing, tone production, and range, as well as practical application such as repair, maintenance and selection of the proper instrument. Appropriate methods for beginning and intermediate players are discussed and special techniques [such as muting, double-tonguing, etc.] are demonstrated.

MUA-080 Brass & Percussion Techniques **(2.00 cr.)**

(Fall or Spring, Once Every Three Semesters)

Students learn proper performance techniques for trumpet, French horn, trombone, and tuba. In the percussion portion of the class, students learn to play snare drum and develop basic skills in timpani, small percussion instruments [tambourine, triangle, etc.] and mallet instruments. They learn percussion-related terminology found in scores and investigate such problems as percussion section organization, instrumentation substitution, and care and repair of instruments. Appropriate methods for beginning and intermediate players are discussed.

MUA-105 Composition **(1.00-4.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-144 Piano I **(1.00-4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

J.S. Bach—Easier preludes, dance movements, inventions or sinfonias; a sonata-form movement from a Classical period sonata or sonatina; an etude and character piece from the Romantic period; compositions from the Impressionistic or Nationalistic schools; an American composition composed after 1950.

MUA-145 Organ I **(1.00-4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

Manual and pedal technique. Bach Eight Little Preludes and Fugues, Orgelbuechelein; Dupre Seventy-Nine Chorales; works of comparable difficulty from all periods; hymn playing.

MUA-154 Voice I **(1.00-4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

Position and poise of the body, exercises to enhance vocal freedom through coordination of breath and tone. Emphasis on evenness of tone and smoothness of phrase. Simpler songs from classical literature, English and Italian pronunciation.

MUA-164 Violin I **(1.00-4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by DeBeriot and Accoloay; sonatinas by Schubert.

MUA-168 Guitar I **(1.00-4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguardo, Giulini. May be taken without course prerequisite with instructor's consent. Prerequisites: MUA-068.

MUA-205 Composition II **(1.00-4.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-244 Piano II **(1.00-4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

J.S. Bach—A prelude and fugue from WTC, or two contrasting dance movements from a suite; a complete sonata by a Classical composer; a character piece from the Romantic period; a composition such as an etude or toccata from the 20th century; a piece composed since 1950.

MUA-245 Organ II **(1.00-4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; service-playing, improvisation.

MUA-254 Voice II **(1.00-4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

MUA-264 Violin II **(1.00-4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

Scales and arpeggios in three octaves; Mazas Etudes Speciales, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

MUA-268 Guitar II **(1.00-4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

Continued work with technique; Segovia, diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

MUA-290 Sophomore Recital **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A solo recital (which may be shared by two or three performers). Prerequisites: 4 student recital appearances, approved by the faculty in the student's applied music area, and a hearing at least two weeks prior to the recital. Recital fee assessed.

MUA-305 Composition III **(1.00-4.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Composition in various forms for voice, chorus,individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-344 Piano III **(1.00-4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

J.S. Bach—A prelude and fugue, a complete suite, or toccata; a complete sonata by a Classical or Romantic composer; a piece or movement from the piano ensemble literature.

MUA-345 Organ III **(1.00-4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

Bach, smaller works of the mature master period, selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque; service-playing, improvisation.

MUA-354 Voice III **(1.00-4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

MUA-364 Violin III **(1.00-4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

Technical work continued; etudes by Kreutzer and Horillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

MUA-368 Guitar III **(1.00-4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

MUA-390 Junior Recital **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A solo recital (which may be shared by two or three performers), given during the student's junior year. Prerequisites: 6 student recital appearances, approved by the faculty in the student's applied music area, and a hearing at least two weeks prior to the recital. Recital fee assessed.

MUA-391 Lecture-Recital (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

The piano pedagogy student will present a lecture-recital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy. Recital fee assessed.

MUA-405 Composition IV (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-444 Piano IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A major work, or group of shorter works, 10-15 minutes in duration, from the Baroque or Classical periods; a complete sonata or a major single work, 10-15 minutes in duration, from the Classical or Romantic periods; a major work, or group of shorter works, by a Romantic composer; a major work, or group of shorter works, representing the 20th century.

MUA-445 Organ IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Bach, larger works of the mature master period; compositions of Franck, Widor, Vieme, Mendelssohn, Reger, and other romantics; early Baroque, larger 20th century compositions; service-playing, improvisation.

MUA-454 Voice IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Technical work continued, stressing flexibility. Total repertory [MUA-154 through MUA-454] to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

MUA-464 Violin IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

MUA-468 Guitar IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works; music for guitar and ensemble.

MUA-490 Graduation Recital (Performance majors) (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A 50- to 60-minute recital including music at senior level to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in performance. Performance majors only. Recital fee assessed.

MUA-491 Graduation Recital (B.A. or Music Education Majors) (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A 20- to 60-minute recital, including music at the appropriate level of advancement, to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in music education or for the Bachelor of Arts degree with a major in music. B.A. or music education majors only. For the Bachelor of Arts candidate, a culminating project which combines research and performance may be substituted for a solo or shared recital. This substitution may be made upon recommendation of the faculty. Recital fee assessed.

Private lessons in the following instruments are available, including technical studies, repertoire, and studies in improvisation appropriate to the student's level of advancement.

MUA-146 Harpsichord I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-165 Viola I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-166 Cello I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-167 Double Bass I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-174 Flute I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-175 Clarinet I (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-176 Oboe I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-177 Saxophone I (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-178 Bassoon I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-179 Harp I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-184 Trumpet I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-185 French Horn I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-186 Trombone I (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-187 Euphonium I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-189 Percussion I (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-246 Harpsichord II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-265 Viola II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-266 Cello II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-267 Double Bass II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-274 Flute II (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-275 Clarinet II (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-276 Oboe II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-277 Saxophone II (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-278 Bassoon II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-284 Trumpet II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-285 French Horn II (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-289 Percussion II (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-346 Harpsichord III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-366 Cello III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-367 Double Bass III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-365 Viola III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-374 Flute III (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-375 Clarinet III (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-376 Oboe III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-377 Saxophone III 1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-378 Bassoon III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-389 Percussion III (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-446 Harpsichard IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-465 Viola IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-466 Cello IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-467 Double Bass IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-474 Flute IV (1.00-4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-475 Clarinet IV (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-476 Oboe IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-477 Saxophone IV (1.00-4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-478 Bassoon IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

MUA-489 Percussion IV (1.00-4.00 cr.)
(Varies-Contact Dept. Head)

Music Ensembles

MUE-134 Meredith Chorus (1.00 cr.)
(Fall and Spring, Course Offered Every Year

Open to all students without audition. Provides music for various college functions and gives concerts on and off campus.

MUE-136 Accompanying Class (1.00 cr.)
(Fall and Spring, Course Offered Every Year

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. Two credit hours of accompanying class are required for credit in accompanying, or for accompanying a recital. Students are urged to take this class as early in their studies as possible.

MUE-139 Handbell Choir (1.00 cr.)
(Varies-Contact Dept. Head

Handbell ringers perform on and off campus. Students must be able to read music. Instructor's consent required.

MUE-231 Wind Ensemble (1.00 cr.)
(Varies-Contact Dept. Head

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

AUE-232 Flute Ensemble (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

ehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instrucor. Instructor's consent required.

AUE-233 Chamber Music Ensemble (1.00 cr.)

(Varies-Contact Dept. Head)

ehearsal and performance of chamber music, selected to match the bilities of the students enrolled. Instructor's consent required.

AUE-235 Raleigh Concert Band (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

nstructor's consent required.

AUE-236 Accompanying (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

ll students whose principal applied study is piano or organ are expectd to fulfill at least two semesters of their ensemble requirement in ccompanying. In addition, these students are expected to accompany with or without credit) every semester, except for the two semesters hat they are in a choral ensemble. Normally, one of the following is xpected for one hour of credit: a) prepare to accompany a recital for ne major; b) ac-company lessons, jury examinations, and student ecital appearances for one major; c) accompany lessons and juries for wo non-majors [the equivalent of one 60-minute or two 30-minute essons]; or d) accompany an ensemble. Any work beyond this must be pproved by the accompanist's principal applied instructor. Non-music najors may earn credit by accompanying lessons and juries for one 60-ninute or two 30-minute lessons. Prerequisites: MUE-136.

AUE-237 String Ensemble (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instrucor. Instructor's consent required.

MUE-238 Meredith Orchestra (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled. Instructor's consent required.

MUE-332 Flute Quartet (1.00 cr.)

(Varies-Contact Dept. Head)

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-334 Meredith Chorale (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A select group of about 35 singers who represent the College on campus and on tour. By audition only. Instructor's consent required.

MUE-335 Vocal Ensemble: Encore! (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only. Instructor's consent required. Corequisite courses: for music majors whose principal applied study is voice: MUE-334 or MUE 134.

MUE-336 Piano Ensemble (1.00 cr.)

(Varies-Contact Dept. Head)

Study of works for piano, four hands or two pianos. Instructor's consent required.

MUE-338 Raleigh Symphony Orchestra (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A community orchestra which rehearses and performs primarily at Meredith. Instructor's consent required.

Music

MUS-100 Elementary Theory & Composition (3.00 cr.)

(Fall, Course Offered Every Year)

Introduction to the theory of music and its creation; fundamental aspects of melody and harmony explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, composition and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Three class hours weekly; at least one hour per week in the computer laboratory.

MUS-101 Elementary Theory & Composition (3.00 cr.)

(Spring, Course Offered Every Year)

Introduction to the theory of music and its creation; fundamental aspects of melody and harmony explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, composition and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Three class hours weekly; at least one hour per week in the computer laboratory. Prerequisites: MUS-100.

MUS-140 Elementary Keyboard Harmony I (1.00 cr.)

(Fall, Course Offered Every Year)

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns. Sight-reading. Methods of keyboard improvisation are introduced. Regular and accelerated sections are offered. Prerequisites: The ability to read music and some basic piano study.

MUS-141 Elementary Keyboard Harmony II (1.00 cr.)

(Spring, Course Offered Every Year)

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns. Sight-reading. Methods of keyboard improvisation are introduced. Regular and accelerated sections are offered. Prerequisites: MUS-140.

MUS-150 Elementary Ear-Training (1.00 cr.)

(Fall, Course Offered Every Year)

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction with sight-singing. Use of programmed computer instruction in a lab setting to drill these skills. Students must be able to read music and to match pitch.

MUS-151 Elementary Ear-Training **(1.00 cr.)**

(Spring, Course Offered Every Year)

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction with sight-singing. Use of programmed computer instruction in a lab setting to drill these skills. Students must be able to read music and to match pitch. Prerequisites: MUS-150.

MUS-202 Advanced Theory & Composition **(3.00 cr.)**

(Fall, Course Offered Every Year)

Review and continuation, through analysis and composition, of functional harmony. Seventh, ninth, and eleventh chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisites: MUS-101.

MUS-203 Advanced Theory & Composition **(3.00 cr.)**

(Spring, Course Offered Every Year)

Review and continuation, through analysis and composition, of functional harmony. Seventh, ninth, and eleventh chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisites: MUS-202.

MUS-214 Music Appreciation **(3.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge is required.

MUS-215 Music Literature **(2.00 cr.)**

(Spring, Course Offered Every Year)

An introduction to music from a global perspective, to musical resources such as refetence materials, to aural analysis of music, and to score analysis. Students learn to listen actively to music from folk, popular and art traditions, both Western and non-Western. The process of writing about music will be explored as will career opportunities in music. This course is a foundation for more advanced studies in music history and literature and is designed for music majors and for students with some formal music background. Required of freshman majors; prerequisite to music history and literature courses.

MUS-220 Pedagogy I **(2.00 cr.)**

(Spring, Course Offered Every Year)

Survey of beginner methods and elementary literature, technique, and theory. Observation of lessons of beginning and elementary students. One class meeting and one observation per week. A separate section is offered for each applied area as needed. Prerequisites: MUS-101 MUS-215.

MUS-242 Intermediate Keyboard Harmony I **(1.00 cr.)**

(Fall, Course Offered Every Year)

Reinforcement at the keyboard of harmonic vocabulary associated with MUS-202 and MUS-203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization of melody, score reading, sight-reading, transposition, and improvisation. Prerequisites: MUS-141.

MUS-243 Intermediate Keyboard Harmony II **(1.00 cr.)**

(Spring, Course Offered Every Year)

Reinforcement at the keyboard of harmonic vocabulary associated with MUS-202 and MUS-203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization of melody, score reading, sight-reading, transposition, and improvisation. Prerequisites: MUS-242.

MUS-244 Fundamental Concepts of Music **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Vocabulary, basic music notation, and general concepts of music will be introduced through a beginning study of piano, autoharp chording, singing fundamentals, and recorder. Required of all K-6 licensure students.

MUS-252 Intermediate Ear-Training **(1.00 cr.)**

(Fall, Course Offered Every Year)

Continued development of ear-training, sight-singing, and conducting skills begun in MUS-150 and MUS-151. Prerequisites: MUS-151.

MUS-253 Intermediate Ear-Training **(1.00 cr.)**

(Spring, Course Offered Every Year)

Continued development of ear-training, sight-singing, and conducting skills begun in MUS-150 and MUS-151. Prerequisites: MUS-252.

MUS-256 Phonetics/Singers-English & Italian **(1.00 cr.)**

(Spring, Odd-Numbered Years Only)

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian and English. Emphasis on application of principles of pronunciation to texts in vocal literature.

MUS-257 Phonetics/Singers-French **(1.00 cr.)**

(Fall, Odd-Numbered Years Only)

Study of the International Phonetic Alphabet and its application to the pronunciation of French. Emphasis on application of principles of pronunciation to texts in vocal literature.

MUS-258 Phonetics/Singers-German **(1.00 cr.)**

(Spring, Even-Numbered Years Only)

Study of the International Phonetic Alphabet and its application to the pronunciation of German. Emphasis on application of principles of pronunciation to texts in vocal literature.

MUS-299 Introduction to Research in Music **(1.00-3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomores who have an interest in music and who would like to work individually with a faculty member on a project involving research, performance, or other creative endeavor in music. In conjunction with a faculty member, the student will formulate and execute a project at an intermediate level of complexity. The project will require a culminating experience involving a written report and/or a public presentation of its purpose, process, and outcomes. A research proposal form completed by the student and the faculry mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: MUS-100 or MUS-215.

MUS-300 Beginning Conducting **(2.00 cr.)**

(Fall, Course Offered Every Year)

A study of basic conducting patterns, techniques, and beginning rehearsal procedures. Both instrumental and choral techniques will be presented. Prerequisites: MUS-101.

MUS-301 Choral Conducting & Literature **(2.00 cr.)**

(Spring, Course Offered Every Year)

A study of more advanced conducting patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Prerequisites: MUS-300.

MUS-302 Instrumental Conducting **(2.00 cr.)**

(Spring, Course Offered Every Year)

A laboratory-based class covering topics of basic conducting techniques as they relate to instrumental ensembles. Special emphasis is placed on developing an understanding of the appropriate sound of instrumental groups and on understanding and conducting the musical score. Prerequisites: MUS-300.

MUS-304 Instrumentation **(1.00 cr.)**

(Fall, Course Offered Every Year)

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisites: MUS-202.

MUS-306 Orchestration **(2.00 cr.)**

(Spring, Course Offered Every Year)

Building upon principles established in instrumentation, students engage in a more in-depth examination of orchestral practices of the 18th, 19th, and 20th centuries with special emphasis on the study of blend, balance, and timbre within the orchestra. Techniques of transcription and arranging for the secondary level school orchestra and wind ensemble are included. Prerequisites: MUS-304.

MUS-308 Choral Arranging **(2.00 cr.)**

(Spring, Course Offered Every Year)

Exploration of the various techniques available for arranging sung melody. Emphasis is upon counterpoint, vocal ranges, voicings, form, and accompanying instruments used in arranging music for two to four or more vocal parts. Assignments are designed to meet the needs of each individual student. Prerequisites: MUS-202.

MUS-310 Medieval and Renaissance Music **(2.00 cr.)**

(Fall, Course Offered Every Year)

A historical and stylistic study of music from ancient Greece through the end of the Renaissance [1600], including analysis, composition in specific styles, performance, and listening. Overview of non-western styles. Prerequisites: MUS-101, MUS-215.

MUS-311 Baroque and Early Classic Music **(2.00 cr.)**

(Spring, Course Offered Every Year)

A historical and stylistic study of music of the Baroque and early classic periods [1600-1800], including analysis, composition in specific styles, performance, and listening. Prerequisites: MUS-101, MUS-215.

MUS-312 Classic and Romantic Music **(2.00 cr.)**

(Fall, Course Offered Every Year)

A historical and stylistic study of music of the Viennese Classic and Romantic periods [1720-1900], including analysis, composition, performance, and listening. Prerequisites: MUS-101, MUS-215.

MUS-313 20th Century Music

(2.00 cr.)

(Spring, Course Offered Every Year)

A historical and stylistic study of music of the 20th century, including analysis, composition, performance, and listening. Prerequisites: MUS-101, MUS-215.

MUS-314 Literature of Applied Music **(2.00 cr.)**

(Varies-Contact Dept. Head)

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. A separate section is offered for each applied area as needed. Faculty and student performances of representative compositions will be incorporated.

MUS-321 Pedagogy II **(2.00 cr.)**

(Fall, Course Offered Every Year)

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week. Prerequisites: MUS-101, MUS-215.

MUS-322 Practicum **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Teaching a beginning student on a one-to-one basis, one lesson per week. Teaching will be observed and critiqued periodically by the instructor. Continues through two semesters. A separate section is offered for each applied area, as needed.

MUS-395 History and Liturgies **(2.00 cr.)**

(Varies-Contact Dept. Head)

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies).

MUS-396 Hymnology **(2.00 cr.)**

(Varies-Contact Dept. Head)

A study of the hymns of the Christian church, their history, and their function in worship.

MUS-397 Organization & Administration **(2.00 cr.)**

(Varies-Contact Dept. Head)

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church.

MUS-423 Pedagogy III **(2.00 cr.)**

(Spring, Course Offered Every Year)

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week.

MUS-424 Practicum **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Teaching one or more students beyond the beginning level. Teaching will be observed and critiqued by the instructor. Continues through two semesters.

MUS-425 Seminar/Internship **(2.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Studio internship with a professional piano teacher, either at Meredith or in private practice, to last six to eight weeks. Pedagogy seminar, covering a topic of importance to the prospective teacher, to last six weeks.

MUS-455 Opera Workshop **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course focusing on preparation and performance of opera scenes or of a complete opera. This course offers singers in various stages of vocal development an opportunity to learn basic stagecraft. Emphasis on character development, ensemble acting, role preparation. Scenes and roles will be assigned, musically prepared, staged and presented in a performance at the end of each semester. May be repeated for credit.

MUS-494 Seminar in Music Literature **(2.00 cr.)**
(Fall, Course Offered Every Year)

Research in topics related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester.

MUS-495 Seminar in Theory **(2.00 cr.)**
(Spring, Course Offered Every Year)

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, period styles of important composers. Prerequisites: MUS-203.

MUS-496 Seminar in Musical Theatre **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. May be taken without prerequisite course with instructor's consent. Prerequisites: THE-114.

MUS-498 Honors Thesis in Music **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination, and analysis of knowledge in music. The project must meet honors program thesis requirements as well as expectations of the music faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

MUS-499 Research in Music **(1.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Open to junior and senior music majors or others with permission. In conjunction with a music faculty mentor, the student will formulate and execute an original research project at an advanced level of complexity culminating in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: MUS-203 and 4 credits from courses MUS-310, MUS-311, MUS-312, MUS-313.

MUS-503 Advanced Conducting **(2.00 cr.)**
(Varies-Contact Dept. Head)

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance.

MUS-506 Computers and Music **(2.00 cr.)**
(Varies-Contact Dept. Head)

An introduction to the world of computers and music applications to computing, including programming, flowcharting, computer games, graphics, MIDI applications, composition and notation programs. Students will also explore the Internet with specific emphasis upon musical resources.

MUS-720 Materials & Methods in Elementary School **(2.00 cr.)**
(Fall, Course Offered Every Year)

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and lesson planning. Public school observation and teaching are included. Prerequisites: MUS-101, MUS-151.

MUS-721 Materials & Methods in Middle School **(2.00 cr.)**
(Spring, Course Offered Every Year)

A study of teaching methodologies appropriate for middle school with special attention given to classroom management, learning activity packets, learning centers and uses of computer in music teaching. Prerequisites: MUS-101, MUS-151.

MUS-722 Materials & Methods in Secondary School **(2.00 cr.)**
(Fall, Course Offered Every Year)

A study of the scope and sequence in the music program in the secondary school with special emphasis on the choral program. Attention is given to the changing voice, rehearsal techniques, scheduling, program building and choral performance preparations. Public school observation and teaching are included. Prerequisites: MUS-101, MUS-151.

MUS-723 Instructional Materials & Methods **(2.00 cr.)**
(Spring, Course Offered Every Year)

Designed for music education majors planning to be band or orchestral conductors in schools, this class deals with techniques and repertoire appropriate for beginning and advanced school ensembles. School observation and teaching is required.

Physical Education

PED-110 Swimming for Non-Swimmers **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course designed for non-swimmers with emphasis on water adjustment and basic strokes essential for survival in the water.

PED-113 Synchronized Swimming I **(1.00 cr.)**
(Spring, Course Offered Every Year)

An introduction to synchronized swimming fundamentals including figures, stroke variations and choreography. Prerequisite: knowledge of basic strokes.

PED-120 Beginning Cross Training **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course designed to provide cardiovascular fitness through aerobic dance movements. Includes muscle strength & stretch activities, and various cardiovascular exercises.

PED-121 Aerobic Dance-Cardio Funk **(1.00 cr.)**
(Varies-Contact Dept. Head)

A course designed to provide cardiovascular fitness through aerobic street dance movements.

PED-122 Aerobic Dance-Exercise **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course designed to provide cardiovascular fitness through aerobic dance movements. This course explores aerobic workouts such as hi-lo impact, step, funk, and interval aerobics.

ED-124 Strength Training **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

n introduction to strength training with emphasis on the basic princi-les of exercise, and safe and effective training techniques.

ED-125 Aquatic Fitness **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

water aerobics course with emphasis on improving cardiovascular fit-ess through movement exercise in the water to music. Must be able to wim two lengths of the pool to enroll in this course.

ED-126 Muscle Strength and Stretch **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

n introduction to a variety of exercises to increase muscular strength, nuscular endurance and flexibility using resistance bands and tubes, fit alls, free weights and medicine balls.

ED-127 Conditioning **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

course designed to provide students with opportunities to gain nowledge and skills necessary for safe and effective strength training nd cardiovascular conditioning. Students will have access to strength nachines and free weights, as well as cardiovascular equipment such as tationary bikes, climbers, treadmills and elliptical trainers.

ED-128 Walk, Jog, Run for Health & Fitness **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

course designed to provide students with a functional understanding f the health-related fitness components and their effect on daily living nd long-term health. Discussion of health risks, nutritional factors and rinciples of exercise are included. Emphasis is on walking, jogging and unning activities as a means of improving health-related fitness, also tresses setting long-term goals to change or maintain wellness.

ED-129 Pilates **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

course designed to strengthen core musculature and increase flexibility. pecific attention is given to safe and effective balance, breathing, and osture.

ED-141 Beginning Badminton **1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

course designed for beginners which includes instruction in basic adminton skills [grip, strokes, and serve], rules and strategies for sin-les and doubles play, and in-class competition.

ED-142 Beginning Bowling **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

nstruction in ball selection, grip, stance, approach, delivery, bowling tiquette, safety precautions, rules, scoring, and terminology. Taught ff campus, transportation not provided. Activity fee assessed.

PED-143 Beginning Golf **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A course designed for beginners which includes instruction in basic golf skills [grip, stance, full-swing with irons, chipping, approach shots, and putting], etiquette, safety precautions, rules, scoring, and terminology. Activity fee assessed.

PED-146 Beginning Tennis **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A beginning course which includes instruction in basic tennis skills [grip, groundstrokes, serve, and volley], rules and strategies for singles and doubles play, and in-class competition.

PED-147 Beginning Fencing **(1.00 cr.)**

(Spring, Course Offered Every Year)

The art of swordplay will be introduced to students in a safe and controlled manner. Students will learn mobility and manipulative skills to attack and defend themselves against an opponent. Students will also learn the history and etiquette of this ancient sport, as well as gain knowledge of how to officiate fencing bouts.

PED-148 Yoga **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course provides a foundation for beginners. Students learn warm-up and breathing exercises, as well as basic Yoga asanas. Particular attention is given to exploring the internal support for external alignment and posture.

PED-149 Beginning Karate **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course is to serve as an introduction to the American Karate system for the purpose of improving flexibility, balance, muscular strength, movement coordination, and cardiovascular fitness. Through a systematic training program of repetition, the student will learn the application of simple karate techniques and gain the ability to defend herself in an attack situation. Activity fee assessed.

PED-150 Beginning Ice Skating **(1.00 cr.)**

(Fall, Course Offered Every Year)

Instruction in ice-skating for beginners. Instruction provided at The Ice House in Cary. Transportation not provided. Activity fee assessed.

PED-152 Folk and Square Dance **(1.00 cr.)**

(Fall, Even-Numbered Years Only)

An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels. Also offered as DAN-152.

PED-157 Country Line Dance **(1.00 cr.)**

(Varies-Contact Dept. Head)

Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. Also offered as DAN-157.

PED-161 Beginning Basketball **(1.00 cr.)**

(Varies-Contact Dept. Head)

A beginning level course which includes instruction in shooting, passing, ball-handling, basic offensive and defensive strategies; opportunity for team play.

PED-162 Beginning Soccer **(1.00 cr.)**

(Varies-Contact Dept. Head)

A beginning level course which includes instruction in shooting, ball-handling, goal-tending, basic offensive and defensive strategies; opportunity for team play.

PED-163 Beginning Softball **(1.00 cr.)**

(Fall, Course Offered Every Year)

A beginning level course which includes instruction in basic fast-pitch softball skills [hitting, fielding, and base-running], basic offensive and defensive strategies; opportunity for team play. Fast-pitch experience NOT required.

PED-164 Beginning Volleyball (1.00 cr.)

(Varies-Contact Dept. Head)

A beginning level course which includes instruction in setting, passing, hitting, serving; basic offensive and defensive strategies; opportunity for team play.

PED-210 Swimming (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

An intermediate level course that includes stroke mechanics, physical conditioning, safety skills and an introduction to selected aquatic activities.

PED-212 Scuba Diving (1.00 cr.)

(Varies-Contact Dept. Head)

A course designed to teach basic theory and skills necessary for skin and scuba diving. Students have the opportunity for open water experience and certification. Prerequisite: intermediate swimmer with knowledge of basic strokes. Activity fee assessed.

PED-220 Advanced Cross Training (1.00 cr.)

(Varies-Contact Dept. Head)

This advanced level fitness class is for participants with a moderate to advanced level of muscular and cardio-respiratory fitness. Students will participate in a variety of moderate to intense fitness activities. The course includes muscle strengthening and stretching exercises in addition to aerobics, step, plyometric and conditioning activities.

PED-228 Kick Boxing Aerobics (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A fitness course with emphasis on combining boxing punches and footwork with kicks and blocks from martial art forms. Conditioning exercises such as plyometric, agility drills, push-ups, punch-kick combinations, abs, and flexibility training are included.

PED-232 Selected Sports Activities (1.00 cr.)

(Fall, Even-Numbered Years Only)

An introduction to flag football, lacrosse, speedball, floor hockey, pickleball, and selected recreational sport activities. Includes instruction in basic skills, strategies, and rules.

PED-233 Outdoor Leisure Pursuits (1.00 cr.)

(Fall, Odd-Numbered Years Only)

This course will provide an overview of outdoor recreation skills and related activities. Students will be provided with opportunities to gain the skills and knowledge required to engage in various outdoor leisure activities such as orienteering, Ultimate Frisbee, and outdoor education. Student will be introduced to low-risk adventure activities and community options for participation in outdoor recreation. At least one off-campus activity is required. Off-campus selection may require a fee. Also offered as ESS-215.

PED-241 Intermediate Badminton (1.00 cr.)

(Varies-Contact Dept. Head)

Refinement of badminton skills with an emphasis on drills and strategies for singles and doubles play with in-class competition. May be taken without prerequisite course with instructor's consent. Prerequisites: PED-141 or equivalent experience/skill.

PED-242 Intermediate Bowling (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Review of basic bowling skills and refinement of the delivery, approach, and spare conversion; opportunity for competitive matches. Taught off-campus, transportation not provided. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Prerequisites: PED-142 or equivalent experience/skill.

PED-243 Intermediate Golf (1.00 cr.)

(Varies-Contact Dept. Head)

Refinement of golf skills with instruction on full-swing with irons and woods, chipping, approach shots, sand play and putting; rules, scoring and course management. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Prerequisites: PED-143 or equivalent experience/skill.

PED-246 Intermediate Tennis (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Review of basic tennis skills with an emphasis on footwork, groundstrokes, service, volley, lobs, overheads, rules and strategies for singles and doubles and in-class competition. May be taken without prerequisite course with instructor's consent. Prerequisites: PED-146 or equivalent experience/skill.

PED-249 Intermediate Karate (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

This intermediate course is to serve as an extension of Karate I. The student will be encouraged to test for the rank of Green Tip in this class. The Karate II students will learn advanced Katas, Self Defense, and sparring. May be taken without course prerequisite with instructor's consent. Activity fee assessed. Prerequisites: PED-149 or equivalent experience/skill.

PED-310 Swim Conditioning (1.00 cr.)

(Varies-Contact Dept. Head)

A course with emphasis on physical conditioning through lap swimming and refinement of all strokes. Prerequisites: PED-210 or equivalent experience/skill.

PED-311 Lifeguard Training (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

A course designed for strong swimmers seeking an American Red Cross Lifeguarding certificate. Prerequisite: intermediate swimmer with knowledge of basic strokes. Activity fee assessed.

PED-312 Water Safety Instructor (2.00 cr.)

(Varies-Contact Dept. Head

A course to train students to teach American Red Cross water safety courses. Prerequisite: intermediate swimmer with knowledge of basic strokes.

PED-313 Synchronized Swimming II (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Aqua Angels (performing group); advanced skills with emphasis on show production. Audition required. May be taken without prerequisite course with instructor's consent. Pass/fail grading only. Prerequisites: PED-113.

PED-346 Advanced Tennis (1.00 cr.)

(Varies-Contact Dept. Head)

Refinement of tennis skills with an emphasis on volley, lobs, overheads, dropshots, drills and strategies for singles and doubles play and in-class competition. May be taken without course prerequisite with instructor's consent. Prerequisites: PED-246 or equivalent experience/skill.

PED-349 Advanced Karate (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This advanced course is to serve as an extension of Karate II. The student will be expected to expand her skill level and knowledge of Kata, Self Defense, and Sparring. She will be encouraged to complete the requirements for Green Belt. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Prerequisites: PED-249 or equivalent experience/skill.

PED-471 Intercollegiate Basketball (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Winter season (1 hour, Fall; 1 hour Spring). Must be a full time Meredith student to participate. Pass/fail grading only.

PED-472 Intercollegiate Soccer (2.00 cr.)
(Fall, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall season (2 hours, Fall). Must be a full time Meredith student to participate. Pass/fail grading only.

PED-475 Intercollegiate Volleyball (2.00 cr.)
(Fall, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall season (2 hours, Fall). Must be a full time Meredith student to participate. Pass/fail grading only.

PED-476 Intercollegiate Tennis (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall and Spring season (2 hours, Fall; 2 hours Spring). Must be a full time Meredith student to participate. Pass/fail grading only.

PED-477 Intercollegiate Fastpitch Softball (2.00 cr.)
(Spring, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Spring season [2 hours, spring]. Must be a full time Meredith student to participate. Pass/fail grading only.

Philosophy

PHI-105 Philosophy of Religion (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course examines how reason and faith seek in different ways to provide answers to the major questions which people have always asked about the nature and meaning of life. The questions dealt with include the following: What are the various avenues to knowledge, or truth? What are the differing functions of literal and symbolic language? What are the arguments for the existence of God? Can the pluralism of religions be reconciled in unity? Is there a solution to the problem of evil? Is there hope of immortality? Also offered as REL-105.

PHI-201 Introduction to Philosophy (3.00 cr.)
(Fall, Course Offered Every Year)

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion.

PHI-205 Political Ideas Seminar (3.00 cr.)
(Spring, Course Offered Every Year)

Selected readings from original sources in the area of modern and contemporary political philosophy. Topics covered include democracy, liberalism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. (Required for politics majors, who should take it in their sophomore or junior year.) Also offered as POL-205. Prerequisites: ENG-111.

PHI-210 Critical Thinking (3.00 cr.)
(Varies-Contact Dept. Head)

The purpose of the course is to learn to recognize and evaluate informal arguments found in ordinary language and everyday-life situations. Students will work toward the skill of quick recognition of patterns of thought and direct evaluation of the their validity. Belief in the power of rational analysis will be encouraged, so that main points (premises, evidences, and inferences) can be distinguished from minor, irrelevant, or misleading points in various media of communication.

PHI-251 Ancient Greek Philosophy (3.00 cr.)
(Varies-Contact Dept. Head)

An intellectual-historical survey of the Greek mind with its major contributions to Western thought. An effort to uncover major milestones in Greek thinking by understanding some of the historical and cultural movements which issued into the great philosophical systems.

PHI-252 Modern Philosophy (3.00 cr.)
(Varies-Contact Dept. Head)

A survey of philosophy in the 19th and 20th centuries, with particular attention to the movements of existentialism and linguistic analysis.

PHI-344 Biomedical Ethics (3.00 cr.)
(Fall Or Spring, Course Offered Every Year)

Recent technological and economic developments in the biomedical fields have led to considerable public debate about the ethical implications for patients, health professionals and providers, biomedical researchers and research subjects. We will be exploring such issues as professional and institutional ethics, the new reproductive technologies, genetic engineering, organ transplants, biomedical research, and the access to and allocation of health care. The course aims at promoting students' understanding of and participation in the on-going public discussion with respect to the rights and duties of the various parties involved and the evolving formulation of public policy. Because this is a course in ethical reflection and application, considerable emphasis will be placed on case study analysis and class discussion. Also offered as REL-344. Prerequisite: One 100-level Religion course.

PHI-345 Environmental Ethics (3.00 cr.)
(Fall Or Spring, Course Offered Alternate Years)

This course explores ethical issues that arise in connection to the environment including: biodiversity; wilderness preservation; pollution; population; private property and common resources; intergenerational justice; environmental public policy; and corporate responsibility. Students will be introduced to the historical traditions of thought with respect to the environment, new and emerging forms of environmental ethics and the practical application of ethical theories and principles to current environmental concerns. Particular attention will be give to the ethical challenges of weighing competing interests and claims of individuals, social groups and institutions, future generations and the broader biotic community. Also offered as REL-345. Prerequisite: One 100-level Religion course.

Physics

PHY-100 Principles of Physical Science **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A study for the non-science major of the fundamental principles of physical science with emphasis on their relevant applications.

PHY-202 Introduction to Astronomy **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

This course provides an introduction to basic astronomy. Topics include the history of astronomy, the solar system, stellar structures and lifetimes, galaxies and other objects outside the solar system, optics and cosmology. The student will learn basic observing techniques including chart reading, constellation identification, and telescope viewing. The course includes a "hands-on" component in which the student constructs and takes data with simple astronomical instruments.

PHY-211 General Physics I **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of mechanics, thermodynamics, and waves. Three lectures per week. High school physics or PHY-100 is strongly recommended as a prerequisite to this course. Prerequisites: MAT-211. Corequisite courses: PHY-241.

PHY-212 General Physics II **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of electricity, magnetism, optics and modern physics. Three lectures a week. Prerequisites: PHY-211, PHY-241. Corequisite courses: PHY-242.

PHY-241 General Physics I Laboratory **(1.00 cr.)**
(Fall, Course Offered Every Year)

Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours per week. Corequisite courses: PHY-211.

PHY-242 General Physics II Laboratory **(1.00 cr.)**
(Spring, Course Offered Every Year)

Laboratory studies in electricity, magnetism, optics, and modern physics. Two laboratory hours per week. Prerequisites: PHY-211 PHY-241. Corequisite courses: PHY-212.

PHY-299 Introduction to Research **(1.00-2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. PHY-211 is strongly recommended as a prerequisite for this course. Course may be repeated for a total of three hours credit.

PHY-430 Atomic and Molecular Structure **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

A study of the modern theories of atomic and molecular structure and chemical bonding. Also offered as CHE-430. Three lectures per week. Prerequisites: CHE-112, PHY-212, MAT-211.

PHY-499 Research **(1.00-2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Open to junior and senior science or mathematics majors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. Prerequisite: PHY-212.

Political Science

POL-100 American Political Systems **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to American government and politics with an emphasis on the basic constitutional structure of the government and on the political institutions that surround it. Attention given to current political events and issues.

POL-203 Contemporary American Policy & Politics **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

A study of public policies and the political processes that support them. Models and methods used by policy analysts will be studied.

POL-204 Modern Political Systems **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, authoritarian and developing systems are considered.

POL-205 Political Ideas Seminar **(3.00 cr.)**
(Spring, Course Offered Every Year)

Selected readings from original sources in the area of modern and contemporary political philosophy. Topics covered include democracy, liberalism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. [Required for political science majors who should take it in their sophomore or junior year.] Also offered as PHI-205. Prerequisites: ENG-111.

POL-210 International Politics **(3.00 cr.)**
(Fall, Course Offered Every Year)

An introduction to world politics. A survey of current issues and trends in major regions and the principles of interactions among nations, blocks, international organizations, and multinational corporations.

POL-282 The Modern Middle East **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course will address cultural, social and political issues in the Middle East in the late 19th and especially in the 20th century. Topics covered will include imperialism, nationalism, the creation of modern states, the Palestinian-Israeli conflict, the Iranian Revolution, the politics of oil, U.S. - Middle East relations, and the emergence of activist Islamic groups. Also offered as HIS-282.

POL-300 Law and Society **(3.00 cr.)**
(Spring, Course Offered Every Year)

An introduction to the nature and function of law, to the structure and operation of the court systems of the United States and to the legal professions. Also considers current legal controversies.

POL-301 Constitution & Rights of Americans **(3.00 cr.)**
(Fall, Course Offered Every Year)

The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking.

POL-305 Introduction to Public Administration **(3.00 cr.)**

(Spring, Even-Numbered Years Only)

An introduction to the field of public administration. The executive branch of American government will be examined. Methods, theories, and skills of administration in the public sector will be studied.

POL-309 Politics of the Vietnam War **(3.00 cr.)**

(Varies-Contact Dept. Head)

The course will offer an in-depth examination of the war in Vietnam and the participation of the United States in that war. There will be an extensive study of the causes of the war. The political environment of the prosecution and termination of the conflict will be addressed. Foreign and defense policy will be a primary perspective.

POL-310 Gender Issues in Law & Policy **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

This course explores current law and policy concerning contemporary gender issues as well as conflicting perspectives on those issues. Students will critically analyze and compare a wide range of different feminist and masculinist approaches to issues like workplace discrimination, violence against women, abortion and pornography.

POL-320 International Political Economy **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

This course examines the politics of international economic relations between countries and in the world as a whole. The course orients students with the basic underpinnings of international economic policymaking and the basic theoretical paradigms of the field of international political economy. Specific topics of discussion include the politics of international trade, the effect of globalization on the U.S. economy and political system, the role of multinational corporations and nongovernmental organizations in global politics, relations between the developed and developing worlds, and the rise of regional economic blocs.

POL-330 US & the World in the 20th Century **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

A study of global issues involving the United States vis-à-vis Europe, the former Soviet Union, Latin America, Africa, Near East, and Asia. May be taken for credit in political science or history. Also offered as HIS-330.

POL-331 Environmental Politics & Policy **(3.00 cr.)**

(Spring, Even-Numbered Years Only)

This course will examine the politics and policy of environmental issues both in the United States and globally. We will study the forces and constraints that shape policy at local, state and national levels of government. We will also examine the issues and problems of the global
environment and international policy being developed to address those issues. Students will examine and assess proposed solutions to the problems.

POL-340 State & Local Political Systems **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

This course provides a survey of politics and policy at the state and local levels of government. Institutions, processes, and behaviors of governments and political participants will be studied. The federal system will be examined from the viewpoint of states and localities.

POL-341 Colloquium in N.C. Politics **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

Students will apply knowledge gained in POL-340 to the special case of North Carolina. Along with appropriate readings and assignments, we will visit suitable institutions and attend events. Examples of these include: a session of the legislature, legislative committee meetings, and oral legal arguments. Students will have the opportunity to interact with officials, representatives, lobbyists, and others active in North Carolina state politics. Corequisite courses: POL-340.

POL-350 Congress and the Presidency **(3.00 cr.)**

(Spring, Course Offered Every Year)

This course will examine the elective branches of government: the Congress and the President. Students will examine the structure and function of each branch separately and then study the relationship of each to the other.

POL-360 British Parliamentary Government **(3.00 cr.)**

(Meredith Abroad, Course Offered Every Year)

This course introduces students to the nature and background of the British form of government with an emphasis on Parliament and the European Union. Because this course is taught in London and meets several times in Westminster Palace, students have a unique opportunity to observe government at work. Students supplement what they learn in class and in their texts with what they see as they attend committee meetings and sessions of both Houses and what they hear from the broad spectrum of members of Parliament, peers, and parliamentary staff who speak to them.

POL-374 Social Research Principles **(3.00 cr.)**

(Fall, Course Offered Every Year)

This course explores the logic of scientific inquiry. Topics include the relation of research to theory construction and to program evaluation, the nature of causation, the components of research design, and a variety of methods for social research. Guidance in reviewing and evaluating research reports is provided. Also offered as SOC-374. Recommended for students wanting to pursue qualitative research projects. Prerequisites: SOC-230, SOC-231, or SOC-260.

POL-375 Social Research Methods & Statistics **(3.00 cr.)**

(Spring, Course Offered Every Year)

Using sociological data, statistical calculations (including descriptive and inferential statistics as well as several measures of correlation) and computerized data analysis are presented and practiced in the course. Guidance in selecting, analyzing and interpreting statistical results is emphasized. Credit not given for both this course and MAT-245. Also offered as SOC-375. Prerequisites: SOC-230, SOC-231, or SOC-260.

POL-498 Honors Thesis in Political Science **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Each senior major in the Honors and/or Teaching Fellows Program must choose, research, write and also present orally an honors thesis that reflects her training, interests, and/or career direction. Each student who plans to write an honors thesis must, in consultation with a departmental adviser, identify a viable topic before she registers for POL-498. Prerequisites: POL-205.

POL-499 Senior Research **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Under the direction of the appropriate faculty member, the student will formulate and execute an original research project that will culminate in a paper. Required of all political science majors not taking POL-498. Ordinarily taken during the fall semester. Instructor's consent required. Prerequisites: POL-205.

Psychology

PSY-100 Introduction to Psychology (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introduction to the scientific study of behavior and consciousness, including such topics as the neurobiological basis of behavior, perception, learning, memory and thinking, motivation, personality, normal and abnormal behavior, psychotherapy, and social factors in behavior.

PSY-120 Stress Management (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

The concept of stress in daily life is defined, and both general and specific sources are examined. The effects of stress and benefits of stress reduction are discussed. Experientially, students learn how to use techniques for reducing stress and promoting relaxation. Prerequisite: PSY-100.

PSY-200 Statistical Methods in Psychology (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, nonparametric techniques, and analysis of variance. Basic computer skills required. Prerequisite: PSY-100.

PSY-210 Life Span Developmental Psychology (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of characteristics and changes from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development. Prerequisites: PSY-100 or EDU-234.

PSY-212 Psychology of Gender Roles (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

The understanding of gender roles from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of gender differences, the effects of body states on personality, psychophysiological dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles the different sexes play during their lifetimes. Prerequisite: PSY-100.

PSY-299 Introduction to Research in Psychology (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in the execution of an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to freshmen and sophomores. May be repeated for credit for a maximum of six semester hours. Prerequisite: PSY-100.

PSY-300 Research Methods in Psychology (4.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introduction to the history, methods, and ethics of general experimental psychology. Research studies will be developed, executed, analyzed, and reported in American Psychological Association style. Basic computer skills required. Prerequisites: PSY-100, PSY-200.

PSY-310 Psychology of Children and Adolescence (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A comprehensive review of development from infancy to adolescence, with an emphasis on factors which influence growth and learning. Applications of research and theory are directed toward designing appropriate interventions with children in individual and group settings. Prerequisite: PSY-100.

PSY-312 Psychology of Exceptional Individuals (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introduction to the psychological and educational issues associated with the major exceptionalities. Field observation is often a component of this course. Prerequisites: PSY-100 or EDU-234.

PSY-320 Abnormal Psychology (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders, dissociative disorders, personality disorders, affective disorders, schizophrenic disorders, and chronic brain syndromes. Prerequisite: PSY-100.

PSY-324 Conditioning and Behavior Modification (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An examination of the principles of classical and operant conditioning including reinforcement, stimulus control, extinction, and the application of these principles in a variety of settings, including societies, institutions [e.g., schools, mental health settings, prisons, etc.], the home, and in the control and modification of one's own behavior. Prerequisite: PSY-100.

PSY-330 Neuropsychology 3.00 cr.)

(Fall, Course Offered Every Year)

A survey of the functional anatomy of the nervous system. Special emphasis on current views of the contributions of various subsystems to psychological phenomena. Prerequisite: PSY-100.

PSY-332 Perception (3.00 cr.)

(Spring, Course Offered Every Year)

A study of the various senses and how they function. How needs, desires, expectations, and previous experiences influence perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception. Prerequisite: PSY-100.

PSY-334 Animal Behavior (3.00 cr.)

(Spring, Course Offered Every Year)

An introduction to the scientific study of animal behavior, a synthesis of comparative psychology and ethology. Students will also be introduced to paleonanthropology, primate behavior, and behavior genetics. Prerequisite: PSY-100.

PSY-340 Community Field Experience (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A field experience in psychology involving application of knowledge and skills in community agencies, mental health services, business, government, or educational settings which provides students with exposure to and experience in the profession of psychology. Attendance at a biweekly seminar and completion of a written project is required. May be repeated for credit. A maximum of 5 credit hours may be earned. Instructor's consent required. Prerequisite: PSY-100.

PSY-342 Autism Practicum (2.00-3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

A practicum course involving preschool children with autism using applied behavioral analysis techniques. Each student is assigned to a child's team and works with that child on a one-to-one basis in the Meredith Child Laboratory and in the child's home. May be repeated for credit. Prerequisite: PSY-100.

PSY-410 Social Psychology (3.00 cr.)

(Fall, Course Offered Every Year)

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attraction, self consistency, aggression, altruism, and social cognition. Prerequisite: PSY-100.

PSY-420 Theories of Personality (3.00 cr.)

(Spring, Course Offered Every Year)

Major contemporary theories of personality. Theories evaluated in light of research findings. Prerequisite: PSY-100.

PSY-422 Psychological Testing and Evaluation (3.00 cr.)

(Fall, Course Offered Every Year)

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Prerequisites: PSY-100, PSY-200.

PSY-424 Theory and Practice in Counseling (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. Intensive class interaction is expected. Observation, interviewing, role playing and videotaping are used in the course. A variety of theories are introduced. The student is strongly encouraged to take Abnormal Psychology or Theories of Personality before taking this class. Junior/senior status. Instructor's consent required. Prerequisite: PSY-100.

PSY-430 History and Systems in Psychology (3.00 cr.)

(Spring, Course Offered Every Year)

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th- and early 20th-century psychological pioneers. Prerequisite: PSY-100.

PSY-432 Memory, Language and Cognition (3.00 cr.)

(Fall, Course Offered Every Year)

A survey of the major theories and empirical findings in the field. Emphasis is placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problem solving. Prerequisite: PSY-100.

PSY-440 Special Topics in Psychology (1.00–3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A course focused on a special topic in psychology. Topics will be chosen in accord with faculty and student interest. Intended for students of demonstrated maturity, usually indicated by upper class standing. Topics may include current trends in research and/or professional issues [e.g., multicultural counseling, environmental psychology, research in gerontology]. A description of the topic will be included in the registration schedule for the upcoming semester. May be repeated for credit but no more than three hours may be applied to the 18-hour minor requirement. Instructor's consent required. Prerequisite: PSY-100.

PSY-498 Honors Thesis in Psychology (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. The project must meet Honors Program thesis requirements as well as the expectations of the psychology faculty. Open to seniors in the Honors and/or Teaching Fellows Programs who are majoring in psychology. Prerequisites: PSY-200, PSY-300.

PSY-499 Research in Psychology (1.00–3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. Open to junior and senior psychology majors or minors and others by permission of the instructor. May be repeated for credit for a maximum of six semester hours. Prerequisites: PSY-200, PSY-300.

Religion

REL-101 Religions in the United States (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course is an exploration of the changing religious landscape of the United States, looking at the history and dynamic interaction of the various religious traditions that compose the contemporary American religious scene. We will explore global religious traditions as expressed in the American context, as well as some culturally specific traditions. Throughout we will maintain a dual focus on how the various religious traditions are changing in the American environment and how America is changing in this new multi-religious context.

REL-102 World Religions (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An exploration of major eastern and western religious traditions including, but not limited to, Buddhism, Hinduism, Judaism, Christianity, and Islam. In addition to looking at the historical development of such traditions, this course addresses issues concerning current religious practice and the role of major religious traditions in contemporary society.

REL-103 Biblical Literature and History (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A study of the canonical literature of the Jewish and Christian traditions. This course will explore how this diverse body of literature relates to its social and historical contexts. The focus will be on acquiring tools from a variety of academic approaches to reading the Bible. This course will enable students to understand how interpretive choices have been made in the reading of biblical texts and to reflect on how diverse ways of interpreting the Bible have shaped culture and continue to do so.

REL-104 Religious Ethics (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introduction to the ethical contributions of the religious and philosophical traditions on selected contemporary social issues.

REL-105 Philosophy of Religion (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course examines how reason and faith seek in different ways to provide answers to the major questions which people have always asked about the nature and meaning of life. The questions dealt with include the following: What are the various avenues to knowledge, or truth? What are the differing functions of literal and symbolic language? What are the arguments for the existence of God? Can the pluralism of religions be reconciled in unity? Is there a solution to the problem of evil? Is there hope of immortality? Also offered as PHI-105.

REL-200 Introductory Topics in Religious Studies (3.00 cr.)

(Course Offered As Needed)

An introductory study of selected topics within the area of religious studies as determined by faculty expertise and student interest. Topics may take a thematic, historical or comparative approach within the following areas: religion and culture, religion and society, religious ethics, religious thought and sacred texts. The course may be repeated for credit. Prerequisite: one 100-level Religion course.

REL-201 Method and Theory in Religious Studies (3.00 cr.)

(Course offered as needed)

This is a seminar devoted to the theories and methods in the academic study of religion from its beginnings in the 19th century until the present. Key theories and theorists will be discussed with a goal of developing basic knowledge of the issues in the field. This course will not be a prerequisite to other courses. Prerequisite: one 100-level Religion course.

REL-251 Introduction to Buddhism (3.00 cr.)

(Varies, Contact Department Head)

This course presents the religious philosophy, practices and cultural developments of Buddhism from 6th century BCE India to present-day America. In the course of this study, we will examine Buddhist ideas about the nature of existence, the basis of knowledge, the nature and path to salvation, psychology, ethics, aesthetics, gender and mind-body issues. Prerequisite: One 100-level Religion course.

REL-252 Religion and the Arts in Asia (3.00 cr.)

(Varies, Contact Department Head)

This course explores religious thought and expression in the pan-Asian sphere. It travels to India, China, Japan and beyond to investigate how the visual and performing arts can be seen as both expressions of and constructions for the sacred. Religious art and architecture, material culture, garden design, fashion design, interior design, martial arts, dance, music, ritual performance, tea ceremony and popular culture will be considered in the context of Asian religious thought and philosophy. Also offered as Art 220. Prerequisite: One 100 level Religion course.

REL-262 Jesus and the Gospels (3.00 cr.)

(Spring Semester, Every Year)

Historical and literary study of the Gospels as distinctive and divisive expressions in narrative forms of the proclamation concerning Jesus of Nazareth. Focus will be on the modern quest for the historical Jesus and a variety of historical, literary and theological problems posed by the gospel texts and the quest of space. Prerequisite: One 100 level Religion course.

REL-265 Prophetic Elements in Biblical Traditions (3.00 cr.)

(Fall Semester Alternate Years)

A study of the prophetic books of the Old Testament, with attention to their contemporary value. Prerequisite: One 100 level Religion course.

REL-266 Pauline Literature (3.00 cr.)

(Spring Semester, Every Year)

A study of the development of early Christian life and thought as found in the work and writings of Paul. Prerequisite: One 100 level Religion course.

REL-268 Women and the Bible (3.00 cr.)

(Spring Semester, Every Year)

A study of the status of women in the Old and New Testament cultures, the understandings of women in biblical theology, and the role of women in the events of biblical history. Prerequisite: One 100 level Religion course.

REL-283 Women in the Christian Tradition (3.00 cr.)

(Fall Semester, Alternate Years)

A survey of the role of women in the history of Christianity, from the time of the early church to the modern period. Attention will be given to outstanding individuals and significant movements as well as to the social and theological settings out of which they emerged. Prerequisite: One 100 level Religion course.

REL-284 Sin, Satan, and Evil (3.00 cr.)

(Fall Semester, Every Year)

A study of beliefs, images, and stories about sin and evil in the religious traditions of Judaism and Christianity, focusing around the figure of Satan and patterns of belief and disbelief in Western religious history. Prerequisite: One 100 level Religion course.

REL-285 Theology & Contemporary Lit (3.00 cr.)

(Fall Semester, Alternate Years)

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, DeVries, Steinbeck, Tennessee Williams, and Updike. Prerequisite: One 100 level Religion course.

REL-289 Introduction to Christian Theology (3.00 cr.)

(Fall Semester, Alternate Years)

An introduction to basic Christian beliefs which explores such topics as the meaning of revelation, the existence and nature of God, Christology, the Christian understanding of personhood, and related topics. Prerequisite: One 100 level Religion course.

REL-299 Introduction to Research in Religious Studies (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research project that will culminate in a paper and, if appropriate, a presentation. A research proposal form completed by the student and faculty mentor is required for registration. Prerequisite: one 100-level Religion course.

REL-341 Sociology of Religion (3.00 cr.)

(Varies, Contact Department Head)

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also offered as SOC-341. Prerequisite: one 100-level Religion course.

REL-342 Psychology of Religion (3.00 cr.)

(Varies, Contact Department Head)

A study of different psychological approaches that take religious beliefs, practices, moralities and experiences as their object of study. The course draws upon theories from depth psychology and humanistic schools of thought and the findings of empirical forms of psychological theory and research. Prerequisite: One 100 level Religion course.

REL-344 Biomedical Ethics **(3.00 cr.)**

(Fall or Spring, Course Offered Every Year)

Recent technological and economic developments in the biomedical fields have led to considerable public debate about the ethical implications for patients, health professionals and providers, biomedical researchers and research subjects. We will be exploring such issues as professional and institutional ethics, the new reproductive technologies, genetic engineering, organ transplants, biomedical research, and the access to and allocation of health care. The course aims at promoting students' understanding of and participation in the on-going public discussion with respect to the rights and duties of the various parties involved and the evolving formulation of public policy. Because this is a course in ethical reflection and application, considerable emphasis will be placed on case study analysis and class discussion. Also offered as PHI-344. Prerequisite: One 100 level Religion course.

REL-345 Environmental Ethics **(3.00 cr.)**

(Fall or Spring, Course Offered Alternate Years)

This course explores ethical issues that arise in connection to the environment including: biodiversity; wilderness preservation; pollution; population; private property and common resources; intergenerational justice; environmental public policy; and corporate responsibility. Students will be introduced to the historical traditions of thought with respect to the environment, new and emerging forms of environmental ethics and the practical application of ethical theories and principles to current environmental concerns. Particular attention will be give to the ethical challenges of weighing competing interests and claims of individuals, social groups and institutions, future generations and the broader biotic community. Also offered as PHI-345. Prerequisite: One 100 level Religion course.

REL-346 Anthropology of Religion **(3.00 cr.)**

(Fall or Spring Semester, Alternate Years)

Questions concerning religion have been central to the discipline of anthropology, since its inception in the late nineteenth century. This course looks thematically at the concepts of myth and symbol, the body, ritual, identity, gender, religious practice and practitioners, using a range of anthropological approaches to the study of religion that have been developed and refined over the past hundred years. This course will not be a prerequisite to other courses. Cross Listed as SOC 346. Prerequisite: one 100-level Religion course.

REL-351 Comparative Mysticism **(3.00 cr.)**

(Varies, Contact Department Head)

This course explores the remarkable phenomenon of mysticism: the direct experience of the sacred, however it may be defined. It will present major theoretical approaches to the study of mysticism before discussing the textual accounts and visual expressions of mystics throughout the world and throughout history. Primary emphasis will be given to Hindu-Buddhist and Christian sources, though other varieties of mystical experience will also be considered. Prerequisite: one 100-level Religion course.

REL-382 History of Christianity **(3.00 cr.)**

(Varies, Contact Department Head)

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods. Prerequisite: one 100-level Religion course.

REL-383 Religion in U.S. History **(3.00 cr.)**

(Varies, Contact Department Head)

A study of the religions of the United States from the pre-colonial period to the present. Special attention to the impact of religious beliefs and practices in the shaping of U.S. culture and society. Focus will be placed on major periods, movements, and events and their connections to religious experience: the founding of the republic and civil religion, denominationalism and revivalism, frontier and utopian quests, Protestant/Catholic/Jewish interaction, slavery and civil rights, science and fundamentalism, secularism and pluralism. Also offered as HIS-383. Prerequisite: one 100-level Religion course.

REL-385 Europe in the Middle Ages **(3.00 cr.)**

(Spring, Even-Numbered Years Only)

This course will survey major developments in western Europe from roughly 400 CE to 1300 CE. It will use primary and secondary sources to explore the growth of a distinctly European civilization upon its Judaeo-Christian, classical and Germanic roots, and will trace the expression of this civilization through its political, religious and educational institutions; its formal religious thought and vernacular literature; its art, architecture and music; and its interactions with different cultures both within and beyond its borders. Specific topics covered will include the Germanic invasions, monasticism, the conversion of Europe, the growth of the manorial and feudal systems, scholastic thought in the universities, heresy and the crusades, the growth of representative government and others. Also offered as HIS-385.

REL-387 Age of Renaissance/Reformation **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

This course will work primarily through class discussion of primary sources to understand the changes in outlook expressed in the Renaissance, the Reformation and the Scientific Revolution between the fourteenth and seventeenth centuries. In particular, it will focus upon the transition from medieval toward modern attitudes in areas such as historical and scientific thought, political and educational theory, philosophy, art, music and religious thought and practice. It will also address the economic, social and political variables that underlay these changes in intellectual life, as well as the impact that these ideas had upon European society. Students will be encouraged to explore individual interests from their own major fields and personal backgrounds. Also offered as HIS-387.

REL-400 Selected Topics in Religious Studies **(3.00 cr.)**

(Course Offered As Needed)

A study of selected topics within the area of religious studies as determined by faculty expertise and student interest. Topics may take a thematic, historical or comparative approach within the following areas: religion and culture, religion and society, religious ethics, religious thought and sacred texts. The course may be repeated for credit. Prerequisite: one 100-level Religion course.

REL-497 Seminar **(3.00 cr.)**

(Fall, Course Offered Every Year)

Open to seniors who have had a minimum of 12 hours in religion. Topic varies from semester to semester. Required of majors. Prerequisites: 12 credits in Religion.

REL-498 Honors Thesis in Religion **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and conduct a research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. The project must meet Honors Program Thesis requirements and conform to the thesis guidelines of the department of Religion and Philosophy. Open to Honors Students and Teaching Fellows during their junior or senior year. Prerequisite: 12 credits in Religion.

REL-499 Research in Religion **(1.00-3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to Junior and Senior Religion Majors and Minors.

Science

SCI-764 The Teaching of Science **(3.00 cr.)**

(Fall, Course Offered Every Year)

A course for students seeking teacher licensure in science [6-9] or chemistry [9-12] or biology [9-12]. Students are introduced to the specific methods used in science teaching. Both the theoretical and the practical aspects of teaching science in the middle and secondary schools are stressed. Information on safety practices is given. Emphasis is placed on the importance of demonstration and laboratory work in science classes, on understanding and making effective use of objectives, and on individualizing science instruction.

Sociology

SOC-230 Principles of Sociology **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A standard introduction to the field of sociology, theories that explain human behavior and social structure, and related results of sociological research.

SOC-231 Social Problems **(3.00 cr.)**

(Varies-Contact Program Director)

This examination of American Society places an emphasis on the institutional bases of social problems and conflict. Topics include poverty, racism, environmental threat, militarism, crime, and other contemporary challenges. Policies designed to address these problems are explored. Attention is consistently directed to the influences of these social problems on women's lives and to the ways in which women have contributed to constructive solutions.

SOC-260 Cultural Anthropology **(3.00 cr.)**

(Spring, Course Offered Every Year)

An introduction to anthropology with special emphasis on comparative study of preliterate cultures and the wide variety of human communities, actions, and solutions to the challenges of social existence.

SOC-299 Introduction to Research in Sociology **(1.00-3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomores who have an interest in sociology and who would like to work individually with a faculty member on a project involving research on an issue from a sociological perspective. In conjunction with a faculty member, the student will formulate and execute a research project at an intermediate level of complexity. The project will require a culminating experience involving a written report and/or a public presentation of its purpose, process, and outcomes. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from SOC Level 200 or above.

SOC-320 Our Bodies-Our Lives **(3.00 cr.)**

(Varies-Contact Program Director)

This course will focus on the way in which individuals develop their identities through the body's experiences in American culture. Drawing upon an interdisciplinary range of research and ideas, the course will explore how the body is influenced and shaped by society; how individuals are affected by myths about the ideal or "normal" body; and the way the body has been objectified in areas of fitness, health and beauty. We will look at the effects of the media, popular culture, education, and other areas of socialization to gain self-awareness as to the ways students' lives reflect the process of how they embody cultural values and social attitudes. Also offered as HED-320.

SOC-332 Human Sexuality **(3.00 cr.)**

(Spring, Course Offered Every Year)

The research literature on sexual interests, behaviors and relationships is reviewed through study of the changing practices and perceptions of sexuality in America. Topics include the cultural construction of sex, the process of learning to be sexual, sexual deviance, the influence of marriage, and the interplay between sex and power in our society. Recognition of both risks and rewards associated with sexuality provides the context for studying controversial policies in society. Prerequisites: SOC-230, SOC-231, or SOC-260.

SOC-335 Race and Ethnic Relations **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

The basic purpose of this course is to analyze the causes and consequences of racial and ethnic inequality in the United States. Building on the sociological concept of a minority group and the order and conflict models of society, the means by which prejudice is perpetuated, and the process of institutional discrimination will be explained. Prerequisites: SOC-230, SOC-231, SOC-260 or EDU-232.

SOC-336 Criminology **(3.00 cr.)**

(Fall, Course Offered Every Year)

The law, the offenders and the victims are examined in this study of crime and its causes. The conventional crimes of violence, property offenses and vice are covered along with corporate, governmental and organized crime. Changing patterns in the incidence of crime are considered. Prerequisites: SOC-230, SOC-231 or SOC-260.

SOC-337 Corrections **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem. Prerequisites: SOC-230, SOC-231, or SOC-260.

SOC-338 Sociology of Families **(3.00 cr.)**

(Varies- Contact Department Head)

This course will provide students with an overview of the family from a sociology perspective. All of us have been in contact with at least one family, and some of us will be involved in several families throughout our lives. Yet, these families are diverse and complex, similar in some ways and different in many others. While the family is considered to be one of the most private and pervasive social institutions in our society, it also serves a public function as well. Through this course we will explore both the public and private functions of families, as well as the ways in which families have undergone transformations throughout history. Prerequisites: SOC-230, SOC-231, or SOC-260.

SOC-340 Aging and Retirement **(3.00 cr.)**

(Varies-Contact Department Head)

The physical, psychological, and sociological dimensions of the aging process are examined. Topics include retirement, poverty and old age, role disengagement, health concerns, death and dying. Attention is given to the status of the elderly as a minority group in the United States. Prerequisites: SOC-230, SOC-231, or SOC-260.

SOC-341 Sociology of Religion **(3.00 cr.)**

(Varies-Contact Dept. Head)

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as REL-341. Prerequisites: REL-100 or REL-103, SOC-230, SOC-231 or SOC-260.

SOC-346 Anthropology of Religion **(3.00 cr.)**

(Fall Semester, Alternate Years)

Questions concerning religion have been central to the discipline of anthropology, since its inception in the late nineteenth century. This course looks thematically at the concepts of myth and symbol, the body, ritual, identity, gender, religious practice and practitioners, using a range of anthropological approaches to the study of religion that have been developed and refined over the past hundred years. This course will not be a prerequisite to other courses. Cross Listed as REL 346. Prerequisites: a 100-level Religion course.

SOC-374 Social Research Principles **(3.00 cr.)**

(Fall, Course Offered Every Year)

This course explores the logic of scientific inquiry. Topics include the relation of research to theory construction and to program evaluation, the nature of causation, the components of research design, and a variety of methods for social research. Guidance in reviewing and evaluating research reports is provided. Also offered as POL-374. Prerequisites: SOC-230, SOC-231, or SOC-260.

SOC-375 Social Research Methods & Statistics **(3.00 cr.)**

(Varies-Contact Department Head)

Using sociological data, statistical calculations (including descriptive and inferential statistics as well as several measures of correlation) and computerized data analysis are presented and practiced in the course. Guidance in selecting, analyzing and interpreting statistical results is emphasized. Credit not given for both this course and MAT-245. Also offered as POL-375. Prerequisites: SOC-230, SOC-231, or SOC-260.

SOC-430 Population Dynamics **(3.00 cr.)**

(Varies-Contact Department Head)

In a post-cold war world, issues of overpopulation, deaths due to famines or epidemics, and the massive movements of peoples fleeing political or economic unrest have become new global crises. This course will examine the demographic factors that affect these issues as well as how they relate to the environment and the status of women internationally. U. S. demographic trends are evaluated in the context of global influences. Prerequisites: SOC-230, SOC-231, or SOC-260.

SOC-431 Social Stratification **(3.00 cr.)**

(Varies-Contact Department Head)

Explanations for social inequality are considered along with current research on class, status, and power. Both national and international patterns of wealth and poverty are inspected to explain, "who gets what and why." Inequalities of households, of socially structured groups, and of nations receive specific treatment. Prerequisites: SOC-230, SOC-231, or SOC-260.

SOC-432 Sociology of Organizations **(3.00 cr.)**

(Fall, Course Offered Every Year)

This course is designed to explore local, state, national, and global bureaucracies. The emphasis is on social structure, policy, and change in organizational environments. Through analysis of the development and spread of large-scale organizations, we understand more fully how the behavior of populations may be controlled. Organizational deviance and secrecy are included, as we examine the various ways that markets and bureaucracies influence one another. Prerequisites: SOC-230, SOC-231, or SOC-260.

SOC-433 Sociology of Education **(3.00 cr.)**

(Varies-Contact Dept. Head)

This course will analyze the complex mutual influences between education, social class, race, gender, and labor market participation. The role of education in the reproduction of social and cultural patterns is examined. The structure of education in the United States is compared with systems in other nations for insrructive policy analysis. EDU-232 may serve as a prerequisite for students without a 200-level sociology course. Prerequisites: SOC-230, SOC-231, SOC-260, or EDU-232.

SOC-471 Sociology Service Project **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An opportunity to contribute the student's perspectives and skills to a micro- or macro-oriented project in the community is identified through careful assessment of the student's strengths. No fewer than 50 hours of service must be completed, along with written reports connecting the experiential lessons to central themes or theories in sociology. Pass/Fail grading only. Prerequisites: 12 credits from SOC.

SOC-472 Sociology Literature Review **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

The student will select a focus for her thesis, and conduct a comprehensive study of pertinent literature in professional journals, manuscripts, and standard reference sources used in the social sciences. A written review, synthesizing this literature according to professional standards of organization and citation, will be monitored and edited in collaboration with the professor. This course is open only to sociology majors and minors, and should be taken just prior to SOC-496. Pass/Fail grading only.

SOC-473 Professional Developments in Sociology **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This seminar examines the practice of sociology as a profession and its applications to a variety of careers and situations. To enhance the student's awareness of the role of sociology in society and her potential roles as a practitioner, there are readings and writing exercises assigned that serve as topics for seminar discussion. This course is open only to sociology majors or minors who expect to graduate within a year. Pass/Fail grading only.

SOC-489 Social Theory **(3.00 cr.)**

(Fall, Course Offered Every Year)

From the origins of sociological thinking to the current controversies regarding social action and social structure, explanations developed by sociologists to describe and to demystify society are studied and applied. Ideas advanced by Durkheim, Marx and Weber are followed by extensions and alternatives up to and including the Frankfurt School, Feminism and Post Modernism.

SOC-496 Seminar in Sociological Analysis **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Application of social science principles, theoretical models, research methodologies, and techniques of analysis provide a thorough experience in sociological inquiry, culminating in a major project for presentation to seminar members and invited guests. Prerequisites: SOC-374, SOC-375, SOC-472.

SOC-498 Honors Thesis in Sociology **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

In conjunction with a sociology faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. The project must meet Honors Program thesis requirements as well as the expectations of the sociology faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Prerequisites: 3 credits from SOC at Level 200, SOC-374, SOC-375.

SOC-499 Research in Sociology **(1.00-3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

In conjunction with a sociology faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior majors and others by permission. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from SOC at Level 200, SOC-374, SOC-375.

Spanish

SPA-101 Elementary Spanish I **(3.00 cr.)**

(Fall and Summer, Course Offered Every Year)

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who do not qualify for SPA-103. Independent language laboratory work required each week.

SPA-102 Elementary Spanish II **(3.00 cr.)**

(Spring and Summer, Course Offered Every Year)

A review and continuation of SPA-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required each week. Prerequisites: SPA-101.

SPA-103 Structural Spanish **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A thorough and accelerated review of first-year Spanish for students who had two years of high school Spanish, but who do not qualify for SPA-205. Independent language laboratory work required each week.

SPA-205 Intermediate Spanish I **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A review and continuation of SPA-102 or SPA-103, and gradual introduction of graded readings. Independent language laboratory work required each week. Prerequisites: SPA-102 or SPA-103.

SPA-206 Intermediate Spanish II **(3.00 cr.)**

(Spring, Course Offered Every Year)

A continuation of SPA-205. Emphasis on the reading and discussion in Spanish of texts of moderate difficulty. Independent language laboratory work required each week. Prerequisites: SPA-205.

SPA-207 Intermediate Conversation in Spanish **(3.00 cr.)**

(Spring, Course Offered Every Year)

Spanish 207 is a new course in conversational Spanish, which focuses on increasing a student's oral proficiency at the intermediate level. Emphasis is placed on the proper pronunciation of the language and on listening and speaking. Students will learn:

- ▲ to initiate a conversation,
- ▲ to keep contact with the audience (whether an individual or a group),
- ▲ manage to explain what they "really" mean,
- ▲ how to behave appropriately in face-to-face interactions,
- ▲ to achieve competency in different speaking situations, and
- ▲ how to use Spanish the way native speakers do.

The class will be conducted entirely in Spanish. It may be repeated once for credit through an approved program of study abroad. Course offered as needed. Prerequisites: SPA 205-206 or equivalent (Intermediate Spanish I and II). Co-requisites: None.

SPA-299 Introduction to Research in Spanish **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an intermediate level of complexity. In her project, the student will investigate an aspect of Spanish or Hispanophone literature, culture or civilization of personal interest and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and the faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from SPA at Level 200.

SPA-300 Life and Study Abroad **(1.00–3.00 cr.)**

(Varies-Contact Dept. Head)

Intensive study and homestay in a Spanish-speaking country. Credit awarded according to departmental guidelines. Permission of department required to enroll. Pass/Fail grading only.

SPA-301 Business Spanish **(3.00 cr.)**

(Varies-Contact Dept. Head)

An advanced-level course to orient students' functional use of Spanish to the world of business from a Hispanic cultural perspective. Students will report on current events, trade accords among nations and intercultural issues in the workplace. Prerequisites: Successful completion (grade of C or better) of Intermediate Spanish II (SPA 206) is required and Advanced Composition and Grammar (SPA 306) is preferred. Students who wish to take Business Spanish without having completed SPA 306 should seek the permission of the instructor. Co-requisites: None.

SPA-302 Topics in Language and Culture **(1.00-3.00 cr.)**
(Varies-Contact Dept. Head)

This course is offered only in connection with the department's programs of study in a Spanish-speaking country. Since instruction is in Spanish, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Instructor's consent required. Prerequisites: SPA-205, SPA-206.

SPA-303 Civilization of Spain **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

The political and cultural history of Spain including its contributions to Western culture in the fields of art, religion, literature, and music. Prerequisites: SPA 205, SPA 206 or equivalent.

SPA-304 Spanish American Civilization **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

History of the Spanish-speaking countries and the impact of their culture in the fields of art, religion, literature and music. Prerequisites: SPA 205, SPA 206 or equivalent.

SPA-305 Spanish Phonetics & Phonology **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all Spanish majors and minors. One hour of non-credit language laboratory required each week. May be taken without prerequisite courses with permission of instructor. Prerequisites: SPA-205, SPA-206 or equivalent.

SPA-306 Advanced Grammar, Composition & Linguistics **(3.00 cr.)**
(Spring, Course Offered Every Year)

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in Spanish. Prerequisites: SPA-205, SPA-206 or equivalent.

SPA-307 Advanced Conversation **(3.00 cr.)**
(Spring, Course Offered Every Year)

Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary Spanish. Open to juniors and seniors or to other students with special permission of the instructor. Required of majors. Prerequisites: SPA-305, SPA-306 or equivalent.

SPA-308 Readings in Hispanic Literature **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course introduces students to basic techniques for approaching and examining different literary genres in Spanish. Selected readings range in difficulty and include poetry, short story, essay, and testimonial literature. Recommended as an introduction to literature. Prerequisites: SPA-205, SPA-206 or equivalent.

SPA-321 Language and Power **(3.00 cr.)**
(Spring, Course Offered Every Year)

This socio-linguistics course focuses on the study of the theory of politeness; analysis of the linguistic strategies used by the speakers/writers to persuade or manipulate the reader/hearer; and analysis of cases where language is used to express conscious or unconscious prejudice and discrimination against other members of the society. Prerequisites: SPA 206 (or its equivalent). Co-requisites: None.

SPA-331 Spanish and Latin American Film **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course is designed to help the student improve oral and written communication in Spanish and to become familiar with major Hispanic films, directors, and actors and their contributions to cinematic art. Through the medium of film, students will develop a deeper awareness of Hispanic culture and of global affairs. Prerequisites: SPA 206 or equivalent. Co-requisites: None.

SPA-350 Spanish Seminar **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A weekly seminar [80 minutes per week] designed to perfect a student's aural/oral skills in Spanish. Aspects of the culture, civilization, and literature of the Spanish-speaking countries in the world will be discussed. Will include films, workshops, field trips and other activities. May be taken without the prerequisite courses with permission of the instructor. Two semesters required of Spanish majors; may be taken up to four times for credit. Pass/Fail grading may be elected by the non-major. Prerequisites: take SPA-205 and SPA-206 or SPA-305 and SPA-306) or equivalent.

SPA-351 The Development of Poetry **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

Introduction to the poetry of Spain and Latin America designed for third- or fourth-year college Spanish students. Includes literary analysis. Selections are read in chronological order, and each poem is situated in its period and literary movement. Selections from both the epic "El Cid" and lyric poetry will be incorporated. The poetry studied will represent a variety of periods, forms and styles and will include poets such as Jorge Manrique, Garcilaso, Quevedo, Sor Juana Inéz de la Cruz, Espronceda, Vallejo, Neruda and G. Fuertes. Prerequisites: SPA-306, SPA-308.

SPA-352 The Development of Theater **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

The introduction to the theater in the Spanish language is designed for students who are in the third or fourth year of college Spanish. Selections are made thematically and each play or critical text will be situated in its period and literary movement. Selections from Spain, Latin America and Hispanic authors of North America will be included. The plays studied will represent a variety of periods, forms and styles and will include dramatists such as Cervantes, Lope de Vega, Ana Caro Mallen de Soto, Sor Juan Inéz de la Cruz, Usigli, Elena Garro, and Garcia Lorca. Prerequisites: SPA-306, SPA-308.

SPA-353 Development of Short Fiction **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

Introduction to the development of short fiction in the Spanish-speaking world designed for third- or fourth-year students of college Spanish who have completed SPA-308 at Meredith, or students who are native/near-native speakers of Spanish. Selections will be read inchronological order and will be situated in their own historical and literary periods. A variety of periods and styles will be represented, including such authors as Don Juan Manuel, Santa Teresa de Avila, Cervantes, Sor Juana Inéz de la Cruz, Ricardo Palma, Ruben Dario, Jose Marti, Octavio Paz, and Rosario Castellanos. Prerequisites: SPA-308.

SPA-354 Development of Long Narrative (3.00 cr.)

(Spring, Odd-Numbered Years Only)

A chronological survey of the long Spanish narrative, covering developments in both the Spanish Peninsula and Latin America. Selected chapters from the proto-novel, "La Celestina," passages from "Don Quijote," and excerpts from other novels will be read. Several contemporary novels will be assigned according to theme rather than period. Students will also investigate various avenues of literary criticism. Prerequisite: SPA-308.

SPA-498 Honors Thesis in Spanish (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the honors student investigates an aspect of Spanish language or Hispanophone literature, culture or civilization of personal interest and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Weekly meetings. It is expected that the honors student will spend at least ten hours per week on her thesis. Fulfills honors thesis requirement. Research performed in connection with study abroad is strongly encouraged. Prerequisites: 15 credits from SPA; at Level 300 or above.

SPA-499 Junior & Senior Research in Spanish (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an advanced level of complexity. In her project, the student will investigate an aspect of Spanish or Hispanophone language or literature, culture or civilization of personal interest, and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 12 credits from SPA at Level 300 or above.

Social Work

SWK-235 Child Welfare (3.00 cr.)

(Spring, Course Offered Every Year)

This course looks at child welfare in a global, national, state and local context. Students will explore predictors of child well being and services designed to promote child welfare. Emphasis will be placed on explanation and interventions for family situations involving violence, child abuse, and neglect. Diversity arising from race, ethnicity, social class and social change will be examined. Twenty hours of community work at an assigned setting will be required. Prerequisites: SWK-241, SOC-230, SOC-231 or CD-234.

SWK-240 Populations At Risk & Social Justice (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course introduces students to concepts and processes of social and economic oppression and to strategies for promoting social justice Content is grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. It offers a framework and strategies for addressing the unique needs of populations that may be at risk for discrimination, oppression, and economic deprivation as a result of conditions related to age, class, color, culture, disability, ethnicity, family structure, gender, marital sta-tus, national origin, race, religion, sex, and sexual orientation.

SWK-241 Introduction to Social Work & Social Welfare (3.00 cr.)

(Fall and Spring Course Offered Every Year)

An overview of the profession of social work and the American Social Welfare Institution, examining the history of the American social welfare system and the contemporary structure of services as well as the role of policy in service delivery, social work practice, and attainment of individual and social well-being. The history, mission, and philosophy of the social work profession are also presented with an emphasis on the generalist model of social work practice. Students test their interest in social work through completion of 30 hours of service learning in a social welfare agency.

SWK-299 Introduction to Research in Social Work (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomores who have an interest in social work and social welfare and who would like to work individually with a faculty member on a project involving research on an issue of social work practice or social welfare and social justice. In conjunction with a faculty member, the student will formulate and execute a research project at an intermediate level of complexity. The project will require a culminating experience involving a written report and/or a public presentation of its purpose, process, and outcomes. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of six semester hours Prerequisites: SWK-241.

SWK-302 Social Policy Analysis (3.00 cr.)

(Fall and Alternate Summers, Course Offered Every Year)

Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use these to influence, formulate, and advocate for policy consistent with social work values.. Required Prerequisites: SWK 241, POL 100.

SWK-304 Generalist Practice With Individuals (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course is the first in a three-course generalist practice sequence that focuses on strengths, capacities, and resources of client systems in relation to their broader environment. The course prepares students to engage individuals in an appropriate working relationship, identify issues, problems, needs, resources, and assets; collect and assess information; and plan for service delivery. It also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals and promote social and economic justice. Open to social work majors only. Prerequisites: SWK 241 and SWK 307 or SWK 308.

SWK-305 Generalist Practice With Families (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course is the second in a three-course generalist practice sequence that focuses on strengths, capacities, and resources of client systems in relation to their broader environment. The course prepares students to engage families and groups in an appropriate working relationship, identify issues, problems, needs, resources, and assets; collect and assess information; and plan for service delivery. It also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals and promote social and economic justice. Open to social work majors only. Prerequisites: SWK 241, SWK 304 and SWK 307 or 308.

SWK-307 Human Behavior for Social Work Practice: Birth – Adolescence (3.00 cr.)

(Fall, Course Offered Every Year)

Provides content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. The course focuses on theories and knowledge of biological, sociological, cultural, psychological, and spiritual development that address the stages of the life span from conception through adolescence. Also addressed is the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being. Prerequisites: BIO 101, PSY 100, SOC 230. Prerequisite or co-requisite: SWK 241.

SWK-308 Human Behavior for Social Work Practice: Adulthood Through Death (3.00 cr.)

(Spring Even-Numbered Years Only)

Provides content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It focuses on theories and knowledge of biological, sociological, cultural, psychological, and spiritual development that address the stages of the life span from young adulthood through death. Also addressed is the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being. Prerequisites: BIO 101, PSY 100, SOC 230: Prerequisite or co-requisite: SWK 241.

SWK-309 Research Methods for Social Work (3.00 cr.)

(Fall, Course Offered Every Year)

This course prepares student to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The course prepares students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice. Prerequisite: PSY 200.

SWK-311 Preparation For Social Work Field Placement (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Students will be assisted in the selection of a social work field placement and in the completion of the application and interview process. The professional values, knowledge, and skills necessary for a successful field experience will be reviewed. Prerequisite: SWK 304, Co-requisites: SWK 305, SWK 401. Pass/fail grading only.

SWK-401 Generalist Practice With Communities and Organizations (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course is the third in a three-course generalist practice sequence that focuses on strengths, capacities, and resources of client systems in relation to their broader environment. The course prepares students to engage organizations and communities in an appropriate working relationship, identify issues, problems, needs, resources, and assets; collect and assess information; and plan for service delivery. It also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals and promote social and economic justice. Open to social work majors only. Prerequisites: SWK 241, SWK 307 or 308, SWK 304.

SWK-402 Social Work Field Experience (12.00 cr.)

(Fall and Spring, Course Offered Every Year)

The social work field experience is an integral component of social work education and is anchored in the mission, goals, and objectives of the social work program. A minimum of 450 hours of beginning level generalist social work practice experience under the supervision of a professional social worker in an appropriate social agency is required. This experience will reinforce the student's identification with the purposes, values, and ethics of the profession; foster the integration of empirical and practice- based knowledge; and promote the development of professional competence. Open to social work majors only. All social work major courses must be completed prior to enrollment in SWK 402 and SWK 403, which are co-requisites. Also requires approval of Director of Field Education. Fee: $300.

SWK-403 Field Instruction Seminar (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Students meet weekly for a 3-hour integrative field seminar designed to assist them in applying empirically based social work theory, knowledge and professional ethics in a social work practice setting and provide a capstone experience. Students complete an evaluation of practice research project in which they apply in their field settings research skills obtained through the social work curriculum. Written assignments are provided to demonstrate integration of knowledge and practice. Open to social work majors only. All social work major courses must be completed prior to enrollment in SWK 402 and SWK 403, which are co-requisites. Also requires approval of the Director of Field Education.

SWK-405 Selected Topics in Social Work (3.00 cr.)

(Offered as Needed-Contact Dept. Head)

Topics relevant to social work practice are offered as needed based on student requests and faculty availability. Topics offered include social work in education, social work in criminal justice, social work and the law, social work in health care, child welfare, geriatric social work, gender issues in social work, and social work in mental health settings.

SWK-498 Honors Thesis in Social Work (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a social work faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. The project must meet Honors Program thesis requirements as well as the expectations of social work faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Prerequisites: SWK-309.

SWK-499 Research in Social Work (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a social work faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior majors and others by permission. May be repeated for credit for a total of six semester hours. Prerequisites: SWK-309.

Theatre

THE-114 Introduction to Theatre (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course is designed to provide the student with a basic understanding of the art of theatre through an exploration of Aristotelian dramatic theory, the principles of acting and directing, and major events in theatre history. A student experiences theatre through the analysis of
dramatic literature and criticism as related to play attendance.

THE-130–THE 142 Theatre Practica (1.00 cr. hour for each section, listed below)

(Fall and Spring, Course Offered Every Year)

The practicum is designed to give the student practical theatre experience through production or performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit.

Instructor's consent required for each section listed below.

THE-130 Performance
THE-131 Directing
THE-132 Assistant Directing
THE-133 Lighting
THE-134 Sound
THE-135 Costuming
THE-136 Makeup
THE-137 Stage Management
THE-138 Scenery
THE-139 Design
THE-140 House Management
THE-141 Publicity
THE-142 Box Office

THE-214 Creative Dramatics (3.00 cr.)

(Spring, Course Offered Every Year)

Creative dramatics is an area of study which involves drama experiences (pantomimes, improvisations, movement, songs, and games) which are process, not product-oriented for the growth and development of students rather than for the entertainment of the audience. This course includes lectures, readings, and practical opportunities for experience. Observations in area elementary schools and the development of a resource file are required.

THE-224 Acting I (3.00 cr.)

(Spring, Course Offered Every Year)

The beginning acting student is introduced to the theories and practical skills of the Stanislavski system including relaxation, concentration, warm-up techniques, and improvisation exercises. Participation in scene study and monologue work, plus applying the basics of scoring, is also explored. May be taken without prerequisite course with instructor's consent. Prerequisites: THE-114.

THE-244 Fundamental Concepts — Theatre (1.00 cr.)

(Fall and Spring Course, Offered Every Year)

Vocabulary, critical theories, and concepts of theatre will be introduced through observations, demonstrations, practice, and reflection. Oral and written communication skills will be emphasized. Required of all K-6 licensure students.

THE-245 Stagecraft (3.00 cr.)

(Fall, Even-Numbered Years Only)

A study and application of the technical elements of theatre production. Major emphasis will be given to scenic construction and materials used in technical production. Laboratory hours will be arranged for practical experience in scenic arts and crafts. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE-114.

THE-246 Lighting and Sound (3.00 cr.)

(Spring, Course Offered Every Year)

An introduction to the basics of electricity, as they apply to theatre, and a survey of the fundamental lighting and sound processes and equipment. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE-245.

THE-247 Costume and Makeup (3.00 cr.)

(Fall, Odd-Numbered Years Only)

An introduction to the basics of costume and makeup design and the processes of costume construction and makeup applications for the stage through practical laboratory experience. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE-245.

THE-299 Research in Theatre (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in an original research project with a faculty mentor. The research experience will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: THE-114.

THE-316 History of Theatre Classic-Romance (3.00 cr.)

(Fall, Even-Numbered Years Only)

The course will guide the student through the cultural exploration of the origin and development of theatre, dramatic literature and its structure and genres, dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from the beginning to about 1870. Western and non-western theatre history will be examined. Prerequisites: THE-114.

THE-317 History of Theatre Modern-Contemporary (3.00 cr.)

(Spring, Odd-Numbered Years Only)

The course will guide the student through the cultural exploration of the development of modern theatre, contemporary dramatic literature, modern dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from 1870 to the present. Western and non-western theatre history will be examined. May be taken without prerequisite courses with instructor'sconsent, Prerequisites: THE-114.

THE-320 Puppetry (3.00 cr.)

(Spring, Even-Numbered Years Only)

Students will study the history and art of puppetry. They will design, build, and operate various types of puppets: shadow; glove/hand; rod; marionette; and body/masks. Playwrighting, performance, and play production will be thoroughly explored. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE-114.

THE-324 Acting II **(3.00 cr.)**

(Fall, Course Offered Every Year)

Using the work done in Acting I as a foundation, this course focuses on the advanced acting theories of Stanislavski, including sense and emotion memory. Through scene work and monologues, the student explores more complicated characterizations, difficult dramatic genres, and the audition process. May be repeated for credit to a maximum of four times. Prerequisites: THE-224.

THE-335 Scenic Design and Painting **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

The course will explore the art of scenic design and painting. The student will be exposed to the process of drafting, rendering and building three-dimensional models for stage settings. She will also practice the techniques used by scenic artists to paint backdrops and faux finishes for the theatre. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE-114, THE-245.

THE-350 Modern Drama **(3.00 cr.)**

(Spring, Course Offered Every Year)

A study of modern theatre from 1875 to the present, this course will look at the development of drama through playwrights and their works. Beginning with Ibsen, Strindberg, Chekhov, and Shaw, the class will explore important twentieth century plays and conclude with contemporary drama. Work will include substantial reading and writing, with viewing and reviewing of performances. Also offered as ENG-350. Prerequisites: ENG-200.

THE-380 Intern: Area of Specialization **(1.00–3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

The course consists of an internship in theatre management, or in production, and an evaluation of the experience under the guidance of an on-campus instructor. The student will work with a theatre company or an arts organization to explore contemporary theatre practices. May be taken without prerequisite course with instructor's consent. Prerequisite: THE-114

THE-425 Directing **(3.00 cr.)**

(Fall, Odd-Numbered Years Only)

Basics of staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Prerequisites: THE-114.

THE-490 Project: Area of Specialization **(1.00-3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A project, selected by the theatre major in consultation with her adviser, which will focus on her area of specialization [performance, production, management, etc.]. Instructor's consent required.

THE-496 Seminar in Musical Theatre **(3.00 cr.)**

(Fall, Odd-Numbered Years Only)

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE-114.

THE-498 Honors Thesis in Theatre

(3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introduction to theories, methods, and ethics of aesthetic inquiry. In conjunction with a Theatre faculty mentor, the student will formulate and execute an original research project that will culminate in a research paper and/or performance work. A "research Course Information Form" completed by the student and the faculty mentor is required for registration. The research project must meet Honors Program Thesis requirements as well as the expectations of the Theatre faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

THE-499 Research in Theatre **(1.00-3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for juniors and seniors to participate in an original research project with a faculty mentor. The research experience will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisite: THE-114.

THE-735 Methods of Teaching Theatre **(3.00 cr.)**

(Fall, Course Offered Every Year)

This course provides basic instruction in teaching methods for theatre, using behavioral instructional objectives as the basis for development. Students will develop a philosophy of teaching theatre; organize units and lesson plans; question, criticize, and reformulate assumptions about the nature of their work through reflection on their own teaching methods. Prerequisite: THE-214.

Women's Studies

WST 200 Reading Women's Lives; Introduction to Women's Studies (3.00 cr.)

(Fall, Offered Every Year)

This course begins with our asking the seemingly simple question, What is a woman? and a corollary question, What is feminism? Women's studies scholars and activists in women's issues have made it their work to examine the historical and social constructions of gender from cross-cultural and interdisciplinary perspectives. Throughout the course, you will be invited to think, speak, create, act and write critically about women's ideas and experience. We will work toward understanding how various aspects of women's identities, including age, race, class, and sexual orientation interconnect, and how these differences help women position themselves in relation to various forms of feminism. This course fulfills a cultural perspectives or social and behavioral science elective for general education requirements.

WST 299 Research in Women's Studies **(1.00-3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomore majors and minors or others with permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required. Signature of instructor is required for registration. This course may be repeated for a total of six credits.

WST 300 Contemporary Feminist Theories (3.00 cr.)

(Spring, Course Offered Odd Years)

This course is designed to provide students with a broad overview of the key feminist theoretical debates of the 20th and 21st century. Using some early works to provide a critical and historical foundation, the course will trace the roots of contemporary American feminism and identify recurrent themes in feminist thought and theory. Using a variety of texts and selected readings, this course will encourage students to sharpen their critical skills, understand and appreciate the diversity of approaches taken by feminist theorists, and apply feminists theories/approaches to a number of issues in their chosen disciplines. Prerequisites: WST 200

WST 472 Women's Studies Service Project (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course, recommended for the major in Women's Studies, presents an opportunity for students to contribute knowledge and skills to a project related to social change and focused on women, feminism, or gender. Legislative, community, educational, or non-profit settings provide the context. The service project is developed between student and faculty sponsor with approval of Women's Studies director. The connections between scholarship, social action and ethical responsibility are emphasized. A weekly seminar with other students and\or meeting with the faculty director of the project provides a structured setting in which to analyze these experiences and share works-in-progress. A thorough report is submitted at the end of the semester. Offered each semester. Prerequisites: WST 200

WST 490 Selected Topics in Women's Studies (3.00 cr.)

(Spring, Course Offered Even Years)

Open enrollment course that draws broadly upon historical, contemporary and/or controversial topics in the field of Women's Studies; no prior experience in Women's Studies assumed. Each topic provides students with a place to consider issues, engage in dialogue, and make meaningful connections to their own lives and the larger world. The course offers a variety of formats, foci, and processes that will change with the instructor. This course is offered Spring semester even years. Prerequisites: Context of Culture and Junior Status.

WST 498 Honors Thesis in Women's Studies (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to seniors in the Honors and/or Teaching Fellows Program who, in conjunction with a faculty mentor, will formulate and execute an original and advanced level research project investigating an aspect of women's studies of interest to her. A research proposal form completed by the student and faculty mentor is required. Signature of instructor is required for registration. The maximum credit is three semester hours. Prerequisite: WST 200.

WST 499 Research in Women's Studies (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to junior and senior majors and minors or others with permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required. Signature of instructor is required for registration. This course may be repeated for a total of six credits. Prerequisites: WST 200 and WST 300.

Meredith College History

Historic Statement of Purpose

The purpose of this corporation is to provide for the higher education of women under Christian auspices and within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide operation, and development of a college at Raleigh, North Carolina, under the name of Meredith College. This institution, a liberal arts college, shall emphasize and develop ts academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.

History of the College

The rich heritage enjoyed by the Meredith student of today began in 1835, when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the Biblical Recorder, was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was chartered in 1891; students were first accepted in 1899. Ten years later it was named Meredith College, for its founder. Its campus, originally located near the capitol of North Carolina, was moved to its present west Raleigh site in 1926.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December 1971; John Edgar Weems, January 1972-1999; and Maureen Hartford, 1999-present.

College Directory

The Corporation, 2005

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President

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Raleigh

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Raleigh

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Raleigh

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Raleigh

Term Expiration June 30, 2007

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Term Expiration June 30, 2008

Barbara Allen
Raleigh

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Raleigh

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Chapel Hill

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Wilmington

Randall Lolley
Raleigh

Carol Milano
Wilton, CT

James Taylor
Cary

Gary Trawick
Burgaw

Carolyn Wiggins
Havelock

Ida Carol Wilson
Clinton

Term Expiration June 30, 2009

Yvette Brown
Chambersburg, PA

Geoffrey Chatas
Raleigh

Leo Daughtry
Smithfield

Bob Eaves
Chapel Hill

George Griffin
Havelock

Alex Holmes
Raleigh

Judy Legrand
Raleigh

Michelle Rich
Raleigh

Deborah Smith
Raleigh

Lou Tippett
Fayetteville

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George V. McCotter
Winston-Salem

Mabel Claire Maddrey
Raleigh

Margaret W. Parker
Winston-Salem

Claude B. Williams, Jr.
Durham

W. Fred Williams
Greensboro

2005-2006 Alumnae Association Board of Directors

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(Date following name indicates year of graduation)

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Vice President for Development

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Young Alumna Representative

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Winter Garden, FL

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Raleigh, NC

Victoria Glenn Waethers '63
Hickory, NC

Betty Smith Broder '56
Raleigh, NC

Carolyn Howard Carter '73
Raleigh, NC

Amy Craig '98
Morrisville, NC

Jane Alligood de Vos '71
New York, NY

FACULTY, 2004-2005

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

Susan Adams, Ph.D. (2002)
Director, 23+ Program

A.B., Washington State University; M.S., Southern Illinois University; Ph.D. Oregon State University

Sidney Adkins, Ed.D. (Spring 2001)
Dean, School of Business

B.S., Appalachian State University; M.Ed., Shippensburg State University; Ed.D., University of Virginia

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Professor of Psychology

A.A., Thornton Jr. College; B.S., M.S. Illinois State University; Ph.D., Ohio State Univetsity.

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Astrid Billat, Ph.D. (2003)
Assistant Professor of Foreign Languages and Literatures

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Cynthia Bishop, Ph.D. (1977)
Professor of Social Work

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B.S., Colorado State University; M.S., Smith College.

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Assistant Professor Mathematics

B.S., Duke University; M.S., Ph.D., North Carolina State University.

Alyson W. Colwell-Waber, M.F.A. (1984)
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B.S., Pennsylvania State University; M.F.A., Arizona State University.

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Licenciatura, Universidad de Narino, Pasto, Colombia,S.A.; A.M., Ph.D., State University of New York

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James Cuthrell, M.F.A. (2004)
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Laura Davidson, M.S.L.S. (2002)
Dean of Library Information Services

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Charles A. Davis, Ph.D. (1967)
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Judith Dearlove, Ph.D. (2002)
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A.B., Indiana University; A.M., Ph.D., University of Virginia

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Stephanie de Jong, D.M.A., (2001)
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Mus.B., University of North Carolina at Greensboro; M.M., Rice University; D.M.A., University of South Carolina.

Jacquelin Dietz, Ph.D. (2004)
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A.B., A.M., The Ohio State University; A.M., University of South Florida; Ph.D., Florida State University.

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Dean, School of Education

A.B., A.M., North Carolina Central University; Ph.D., Southern Illinois University

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A.B., Kent State University; A.M., University of Vermont; Ph.D., University of New Hampshire.

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A.B., Meredith College; A.M., Wake Forest University.

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Media Specialist

A.B., University of Richmond; A.M., University of Virginia.

Virginia Knight, Ph.D. (1987)
Dean, School of Natural and Mathematical Sciences; Professor of Mathematics

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B.M., University of Utah; M.M., D.M., Indiana University

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Mus.B., Oberlin College; Mus.M., D.M.A., Performer's Certificate, Eastman School of Music of the University of Rochester.

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A.B., California State University at Long Beach; A.M., University of North Carolina at Chapel-Hill.

John Mecham, Ph.D. (2000)
Professor of Biology

B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University.

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B.S., M.S., Ph.D., University of Alabama.

Beth A. Mulvaney, Ph.D. (1989)
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Jacquelyn Myers, A.M. (2002)
Athletic Director; Assistant Professor of Physical Education

B.S., Elon University; A.M., East Tennessee State University/

Janet Nelson, Ph.D. (2000)
Assistant Professor of Religion

B.F.A., Emerson College; A.M., University of South Florida; Ph.D., Syracuse University

Carrie Nichols, M.L.S. (1994)
Catalog Librarian

A.B., M.L.S., North Carolina Central University.

Michael Novak, Ph.D. (1987)
Professor of History

A.B., Denison University; A.M., Ph.D., Harvard University.

Rebecca J. Oatsvall, Ph.D. (1984)
Professor of Business

B.S., M.Acc., Ph.D., University of South Carolina.

Mark O'DeKirk, Ph. D. (2001)
Assistant Professor of Psychology

A.B., North Carolina State University; A.M., Ph. D., University of Alabama.

Frances McCachern Page, Ed.D. (1980)
Professor of Music

A.B., Limestone College; Mus.M., Ed.D., University of North Carolina at Greensboro.

Wetonah Parker, Ed.D. (1993)
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B.S., Ball State University; M.Ed., North Carolina Central University; Ed.D., North Carolina State University.

James Pearce, Ph.D. (2001)
Associate Professor of English

A.B., A.M., Ph. D., Stanford University.

Lisa Pearce, M.F.A. (1996)
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Thomas Pencek, D.B.A. (1998)
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B.S., State University of New York at Fredonia; M.B.A., D.B.A., Mississippi State University.

Brent A. Pitts, Ph.D. (1981)
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A.B., A.M., Ph.D., Indiana University; postdoctoral study, Princeton University, Ecole Superieure de Commerce de Lyon.

Walda Powell, Ph.D. (1995)
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B.S., M.S., Ph.D., North Carolina State University.

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Instructor of Health and Exercise

A.B., M.S., West Virginia University.

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Senior Vice President and Vice President for Academic Affairs; Professor of Mathematics

A.B., Harpur College; M.S., Ph.D., Michigan State University.

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Professor of Biology

B.S., Dickinson College; A.M., Oberlin College; Ph.D., North Carolina State University.

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Professor of Foreign Languages

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Christa Riker-Sheets , M .S.W. (2002)
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Professor of Theatre

A.B., Meredith College; A.M., Wake Forest University; M.F.A., University of North Carolina at Greensboro.

Jack Roller, D.M.A. (2000)
Assistant Professor of Music

A.B., M.M., University of Tulsa; D.M.A., University of Kansas.

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Associate Professor of Communication

A.B., University of Southern Mississippi; A.M., University of Georgia; Ph.D., University of Southern Mississippi.

Mark Rosso, Ph.D. (1994)
Assistant Professor of Computer Science

A.B., Northwestern University; A.M., Duke University; M.B.A., Ph.D., University of North Carolina at Chapel Hill.

Steven Roten, M.F.A. (2003)
Instructor of Theatre

A.F.A., Wilkes Community College; B.F.A., Western Carolina University; M.F.A., University of North Carolina at Greensboro.

Jody Roubanis, Ed. D (2001)
Assistant Professor of Human Environmental Sciences

B.S., California State University at Long Beach; M.Ed., Ed. D., North Carolina State University.

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B.S., University of Wisconsin; M.S., Ph. D., University of North Dakota.

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Bernice T. Shuey, M.B.A., C.P.A., C.M.A. (1982)
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B.S., Southwest Missouri State University; M.B.A., University of Dayton.

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B.S. Appalachian State University; M.S., Ph.D., University of SouthCarolina.

Jane Terry, M.F.A. (1991)
Associate Professor of Art

B.F.A., University of North Carolina at Chapel Hill; M.F.A., Tyler School of Art.

Mary L. Thomas, Ph.D. (1982)
Professor of Foreign Languages

A.B., Ohio University; A.M., Ph.D., University of Michigan; postdoctoral study, University of North Carolina at Chapel Hill.

Deborah Tippett, Ph.D. (1987)
Professor of Human Environmental Sciences

B.S., M.S., Ph.D., University of North Carolina at Greensboro.

Barbara True-Weber, Ph.D. (1988)
Associate Professor of Politics

A.B. and B.S.E., Kansas State Teachers College; A.M., University of Missouri; Ph.D., University of North Carolina at Chapel Hill.

Anthony J. Vaglio, Jr., Ph.D. (1977)
Professor of Music

A.B., Adelphi University; Mus.M., Butler University; Ph.D., Eastman School of Music of the University of Rochester.

Robert L. Vance, Ph.D. (1981)
Professor of Religion and Philosophy

A.B., Davidson College; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Emory University.

Gregory Vitarbo, Ph. D. (2001)
Assistant Professor of History and Politics

A.B., Drew University; Ph. D., University of Michigan.

Peter Volpe, Ph.D. (2004)
Instructor of History and Politics

A.B., Vassar College; A.M., Ph.D., Duke University.

William F. Wade, Jr., B.S., C.P.A.
Vice President for Business and Finance

B.S., University of North Carolina at Chapel Hill

Douglas J. Wakeman, Ph.D. (1984)
Professor of Business

A.B., Ph.D., University of North Carolina at Chapel Hill.

Edward M. Waller, M.S. (1986)
Technical Services Librarian

A.B., Wake Forest University; A.M., Duke University; M.S., University of North Carolina at Chapel Hill.

W. Garrett Walton, Jr., Ph.D. (1983)
Dean, School of Humanities and Social Sciences; Professor of English

A.B., A.M., Ph.D., University of Virginia.

Kristin Watkins, M.B.A. (1998)
Instructor of Computer Science

B.S., M.B.A., Meredith College

Betty Webb, Ph.D. (1971) (1974)
Professor of English; Director of International Studies

A.B., Meredith College; A.M., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill.

Elizabeth A. Weir, Ed.D. (1988)
Professor of Education

B.Ed., Massey University, Palmerston North, New Zealand; M.Ed., Ed.D., North Carolina State University.

Susan B. Wessels, D.B.A., C.P.A.(1978)
Professor of Business and Economics

A.B., Grove City College; M.B.A., DePaul University. D.B.A., University of Sarasota

Ellen Williams, D.M. (1992)
Professor of Music

A.B., Meredith College; M.M., New England Conservatory; D.M., Florida State University.

Patricia N. Willoughby, M.Ed. (1989)
Assistant Professor of Education

A.B., University of North Carolina at Chapel Hill; M.Ed., Meredith College.

Pamela Winfield, Ph.D. (2003)
Assistant Professor of Religion and Philosophy

B.S.L.A., Georgetown University; A.M., Ph.D., Temple University.

Paul Winterhoff, Ph.D. (1995)
Associate Professor of Human Environmental Sciences

A.B., Duke University; M.S., Ph.D., University of North Carolina at Greensboro.

Elizabeth D. Wolfinger, Ph.D. (1992)
Associate Professor of Biology

B.S., Liberty University; Ph.D., North Carolina State University.

Anne York, Ph.D. (1999)
Assistant Professor of Business

B.S., Elon University; M.S., University of North Carolina at Charlotte; Ph.D., North Carolina State University.

Rhonda M. Zingraff, Ph.D. (1979)
Professor of Sociology

B.S., Virginia Commonwealth University; A.M., Ph.D., Bowling Green State University.

David Zinn, M.S. (2004)
Instructor of Health, Exercise and Sports Science

B.S., West Virginia University; A.M., Cumberland College; M.S., University of Tennessee at Knoxville

Adjunct Faculty, 2004–2005

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

Joi Abraham, A.B. (2005)
Dance and Theatre

A.B., North Carolina Central University

Karen Allred, Mus.M. (1995)
Music

Mus.B., Meredith College; Mus.M., University of North Carolina at Greensboro.

Suzanne Andron, M.L.A. (1988)
Human Environmental Sciences

B.S., Pratt Institute; M.L.A., North Carolina State University.

Heather Applegate, M.Ed. (2004)
Human Environmental Sciences

B.S., M.Ed., Ohio State University

Wilinda Atchley, A.B. (1987)
Music

A.B., Eastern New Mexico University

Richard Beatty, M.F.A. (1989)
Art

B.S., East Carolina University; M.Ed., M.F.A., University of North Carolina at Greensboro.

Ann Bingham, Ph.D. (2005)
Mathematics and Computer Science

A.B., Arcadia University; M.S., Ph.D. Lehigh University

Ellen Birch, M.Ed. (2005)
Mathematics and Computer Science

B.S., M.Ed., North Carolina State University

Howard Bomze, Ph.D. (2005)
Biology and Health Sciences

B.S., Emory University; Ph.D., Carnegie Mellon University

Sarah Boone, A.M. (2000)
English

A.B., A.M., University of North Carolina at Chapel Hill

Laura Bradford, A.B. (1997)
Health, Exercise and Sports Science

A.A., Palm Beach Junior College; A.B., Catholic University.

Barbara Brehm, M.Ed. (2003)
Human Environmental Sciences

A.B., Hope College; M.Ed., University of North Carolina at Greensboro.

Kristi S. Brewer, A.M. (1994)
Communication

A.B., B.S., Concord College; A.M., Marshall University.

Angie Browning, A.B. (2002)
Dance

A.B., Meredith College

Raymond Capra, A.M. (2004)
Foreign Languages and Literatures

A.B., University of California at Santa Barbara: A.M., Univeristy of North Carolina at Chapel Hill

Gina Cash, A.M. (2004)
English

A.B., A.M., University of Oklahoma

Jennifer Chang, A.M. (2005)
Psychology

A.B., Meredith College; A.M., East Carolina University

Janet Cherry, Mus.M. (1988)
Music

Mus.B., Mus.M., Meredith College.

Margaret Clary, M.Ed. (2001)
Education

A.B., Limestone College; M.Ed., Meredith College.

Paul Cockshutt, A.B., (2004)
English

A.B., Washington and Lee University.

Helen Collier, M.Ed. (1999)
Education

A.A., Mars Hill College; A.B., Pfeiffer University; M.Ed., University of North Carolina at Chapel Hill.

Kristin Conrad, M.Ed. (2002)
Human Environmental Sciences

A.B., State University of New York at Cottland; M.Ed., University of North Carolina at Chapel Hill.

Randolph Cox, Ph.D. (2001)
Foreign Languages and Literatures

A.B., University of Richmond; A.M., Ph. D., University of Wisconsin at Madison.

Ralph Craig, B.S. (2000)
Mathematics and Computer Science

B.S., Presbyterian College

Wallace Crumpler, M.L.Sci. (1995)
Biology

B.S., North Carolina State University; M. Life Sciences, North Carolina State University.

Jennifer Davis, A.M. (2005)
Education

A.B., Meredith College; A.M. North Carolina State University

Callie DeBellis, A.M. (2004)
Foreign Languages and Literatures

A.B., The Colorado College; A.M., University of North Carolina at Chapel Hill

Elizabeth Dempster, M.S. (2005)
Mathematics and Computer Science

B.S., University of North Carolina at Chapel Hill; M.S., North Carolina State University

Christa Devitt, M.F.A. (1999)
Dance/Theatre

A.B., Meredith College; M.F.A., University of North Carolina at Greensboro

Karel DiFranco, M.S. (1998)
Psychology

B.S., M.S., State University College at Buffalo; M.S., Niagara University.

Duane Dreyer, P h.D. (2004)
Biology and Health Sciences

B.S., Ph.D., University of Pittsburgh

Elizabeth Droessler, M.Ed. (2004)
Dance

B.S., University of North Carolina at Greensboro; M.Ed., North Carolina State University.

Susan Drury-Rohner, M.S. (1999)
Health, Exercise and Sports Science

A.B., University of California at Santa Barbara; M.S., California Polytechnic Institute.

Janis Dupre, Mus.M. (1994)
Music

Mus.B., Mus.M., Florida State University.

Don Eagle, (1986)
Music

Undergraduate Study, University of North Carolina at Chapel Hill, private study

Risa Ellovich, Ph.D. (2003)
Sociology

A.B., Chatham College; A.M., Ph.D., Indiana University

Miles Engell, Ph.D. (2004)
Biology

B.S., Davidson College, Ph.D., North Carolina State University

Kristy Eubanks, M.B.A. (2001)
Business

A.B., University of North Carolina at Charlotte; M.B.A., Meredith College

Margaret Evans, Mus.D. (1994)
Music

Mus.B, University of North Carolina at Chapel Hill; Mus.M., University of Illinois, Mus.D., Northwestern University.

Elliott Gaffer, M.A. T. (Sp. 2000)
Foreign Languages

B.A., University of Massachusetts; M.A.T., Brown University.

Margaret E. Garriss, Mus.M. (1989)
Music

Mus.B., Meredith College; Mus.M., Meredith College.

David Giles, M.G.D. (2005)
English

B.E.P.D., M.G.D., North Carolina State University

John Giles, A.M. (2004)
Business

A.B., North Carolina State University; A.B., A.M., University of North Carolina at Chapel Hill

Jimmy Gilmore, Mus.M. (1994)
Music

Mus.B., Performer's Certificate, Eastman School of Music of the University of Rochester; Mus.B., Mus.M., Julliard School of Music.

Alicia Gordon, M.Ed. (1994)
Mathematics and Computer Science

B.S., M.Ed., North Carolina State University

Lynn Gregorio, Ph.D. (1998)
Human Environmental Sciences

B.S., M.S., Ph.D., North Carolina State University.

Lynne Gregorio, Ph.D. (1998)
Business

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Alice Gurley, M.S. (2003)
Human Environmental Sciences

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Susan Hartley, M.F.A. (2002)
Dance

A.B., University of North Carolina at Chapel Hill; M.F.A., University of North Carolina at Greensboro

Carl Hatchell, M.A.T. (1988)
Health, Exercise and Sports Science

B.S., Mars Hill College, M.A.T., University of North Carolina at Chapel Hill

Sharon Hill, A.M. (2002)
Art

A.B., Ohio State University; A.M., Arizona State University

Cynthia Hoban, M.Ed. (1999)
Health, Exercise and Sports Science

B.F.A., Ohio State University; M.Ed., North Carolina State University

Ashley Hogan, A.M. (Spring 2001)
English

A.B., Appalachian State University; A.M., North Carolina State University

Virginia Hudson, Mus.M. (1981)
Music

Mus.B., University of Texas; Mus.M., North Carolina School of the Arts.

Sarah Huffmann, B.S. (2002)
Health, Exercise and Sports Science

B.S., Meredith College

Carol Huncik, M.F.A. (2005)
Dance/Theatre

A.B., Cleveland State University; M.F.A., Smith College

Matthew Irvin, M.S. (2005)
Sociology and Social Work

B.S., M.S., Virginia Commonwealth University

Nasser Isleem, Ph.D. (2004)
Foreign Languages and Literatures

A.B., Bluefield State College; Ph.D., Central Pacific University.

Neil Jacobs, Jr., Ph.D. (2003)
Chemistry

B.S., University of South Carolina; M.S., Ph.D., North Carolina State University

Sharon Joffee, Ph.D. (2005)
English

A.B., University of Cape Town; A.M., Ph.D., University of North Carolina at Chapel Hill; M.S., University of Pennsylvania

Nancy Johnston, M.Ed. (2004)
Human Enviromental Sciences

A.B., University of North Carolina at Chapel Hill; M.Ed., North Carolina State University.

Donna G. Jolly, M.M. (1989)
Music

Mus.B., East Carolina University; M.M., Meredith College.

Alice Jones, M.S. (1994)
Mathematics and Computer Science

B.S., M.S., Syracuse University

Thomas Jones, D.B.A., (2005)
Business

A.B., B.S., University of South Louisiana; M.B.A., D.B.A., The George Washington University

James Knopp, A.B. (2005)
Chemistry

A.B., Carleton College; Ph.D., University of Illinois

Lutz Kube, Ph.D. (2001)
Foreign Languages and Literatures

A.B., A.M., Humbolt Universitat of Berlin; Ph.D., University of North Carolina at Chapel Hill

Jun Hyeng Lee, A.B. (2005)
Health, Exercise and Sports Science

A.B., George Mason University

Mara Lewis, B.S. (1998)
Art

B.S., University of Florida

Tom Lohr, Mus.M. (1979)
Music

Mus.B., University of North Carolina at Chapel Hill; Mus.M., University of Kentucky.

Allison Lowe-Reed, M.Econ. (2004)
Business

A.B., M.Econ., North Carolina State University

Cornelius McCormick, Ph.D. (2003)
Chemistry

B.S., St. Joseph's College; Ph.D., University of Maryland.

Sally McCormick, M.C. (1998)
Communication

A.B., University of North Carolina at Chapel Hill; M.C., Georgia State University

Linda McFadden, M.Div. (2005)
English

A.B. Stetson University; A.M., University of North Carolina at Chapel Hill; M.Div., Pacific School of Religion

Lucrecia Maclachlan, A.M. (2005)
Foreign Languages and Literatures

University of Barcelona; A.M., A.M., Ball State University

Julia Mastro, A.M. (2005)
Foreign Languages and Literatures

A.B., University of Colorado; A.M., Arizona State University

Julie Mayberry, A.M. (2002)
Music, Communication and Theatre

A.B., A.M., University of North Carolina at Chapel Hill

Kathy Mayberry, M.Ed. (2996)
Health, Exercise and Sports Science

B.S., Appalachian State U niversity; M.Ed., North Carolina State University

Lucy Melbourne, Ph.D. (Spring 2000)
English

A.B., George Washington University; A.M., Catholic University; Ph.D., University of North Carolina at Chapel Hill

Manley Midgett, M.S. (1987)
Education

B.S., M.S., University of North Carolina at Chapel Hill.

Page Midyette, M.B.A. (2002)
Business

A.B., M.B.A., Meredith College

Yuko Miyamoto, Ph.D. (2005)
Biology and Health Sciences

B.S., University of California; Ph.D., University of Texas at Houston

Samuel Mozley, Ph.D. (2005)
Biology and Health Sciences

B.S., M.S., Ph.D., Emory University

Debra Murphy, Ph.D., (1999)
Religion

B.S., West Virginia Wesleyan College; M.T.S., Duke University Divinity School; Ph.D., Drew University.

Teresa Nunes, M.S. (2005)
Foreign Languages and Literatures

A.B., Texas A&M University; A.M., M.S., Purdue University

Phyllis O'Hara, B.S. (1993)
Mathematics

B.S., Meredith; Postgraduate Diploma-University of Warwick.

Daniel Oliver, M.S. (2003)
Communication

A.B., M.S., University of Kansas

Cathie Ostrowski, M.S. (2003)
Human Environmental Sciences

B.S., M.S., D'Youville College

Michael Palmer, Ph.D. (1997)
Religion and Philosophy

A.B., Jacksonville State University; M.Div., Ph.D., Southern Baptist Theological Seminary

Steven Pashby, A.B. (2003)
Exercise

A.B., North Carolina State University

Frank Pittman, M.Mus. (1999)
Music

Mus.B., University of North Carolina at Chapel Hill; M.Mus., Temple University

Risa Poniros, Mus.M. (1997)
Music

Mus.B., University of North Carolina at Greensboro; Mus.M., University of Tennessee at Knoxville. .

Alex Poorman, M.Arch. (2004)
Human Environment Sciences

B.Int. Arch., Kansas State University; M.Arch., North Carolina State University.

William Price, Ph.D. (1995)
History

A.B., Duke University; A.M., Ph.D., University of North Carolina at Chapel Hill.

Kimberly Pyne, A.M., (2005)
Education

A.B., Elon University; A.M., Purdue University

Richard Quinn, Ph.D., (2001)
English

A.B., State University of New York; A.M., University of Georgia; Ph.D., University of Iowa.

Joel Rainey, M.F.A. (2003)
Dance

B.F.A., Wright State University; A.M., Bowling Green State University; M.F.A., Louisiana State University.

Kelly Roberts, M.S. (2004)
English

A.B., Meredith College; M.S., North Carolina State University

Frank Rogers, Ph.D. (2005)
History and Politics

B.S., College of Holy Cross; A.M., Ph.D., University of Virginia

Lou Rosser, A.M. (1991)
English

A.B., University of North Carolina at Chapel Hill; A.M., North Carolina State University.

Ann Roth, A.M., (2001)
Art

B.F.A., University of Michigan; A.M., University of Kansas

Sydney Scherr, M.F.A. (1991)
Art

B.F.A., Kent State University; M.F.A., Southern Illinois University

Marilyn Scheirmeier, M.Ed. (1995)
Mathematics

A.B., Webster College; M.Ed., North Carolina State University.

Romita Sen, Ph.D. (2001)
Chemistry

B.S., M.S., University of Delhi,, India; Ph.D., University of Michigan

Lina Sibert, M. Arch. (1999)
Human Environmental Sciences

B.of ENV. DSN. & ARCH., North Carolina State University; M.Arch. University of California-Berkley.

Sally Sloop, B.S., (2004)
Human Environmental Sciences

B.S., Wheelock College; A.M., Boston University; A.M., Harvard University.

Jim Smith, A.B. (2005)
Health, Exercise and Sports Science

A.B., St. Andrews College

Paul Smith, B.S. (2001)
Health, Exercise and Sports Science

B.S., Methodist College.

Jennifer Sommers, M.F.A. (2000)
Health, Exercise and Sports Science

M.F.A., Smith College

Georgia Springer, M.P.D. (1990)
Art

A.B., Duke University; J.D., George Washington University; M.P.D., North Carolina State University.

Jessica Stair-Hall, M.F.A. (2003)
Art

B.F.A., East Carolina University; M.F.A., Virgina Commonwealth University.

Angela Stephenson, Mus.M. (1992)
Music

Mus.B., Mus.M., Meredith College.

Edward Stephenson, Mus.B. (1987)
Music

Mus.B., North Carolina School of the Arts.

Margie Stewart, M.F.A. (2000)
Art

A.B., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; M.F.A., University of North Carolina at Greensboro; M.P.D., North Carolina State University

Cornelius Swart, A.B., Ph.D. (1993)
Education

A.B., Ph.D., University of North Carolina at Chapel Hill; A.M., George Peabody College

Fanella Tague, A.M. (2002)
Foreign Languages and Literatures

A.B., Meredith College; A.M., Ohio State University

Sally Zeigler Thomas, D.M.A. (1983)
Music

Mus.B., Meredith College; Mus.M., Ohio State University; D.M.A., University of North Carolina at Greensboro.

Bonnie Torgerson, M.Ed. (1993)
Education

A.B., Webster College; M.Ed. Duke University.

Kim Waddell, B.S. (2005)
Health, Exercise and Sports Science

B.S., Meredith College

Cheryl Warren, Ph.D. (2004)
Chemistry

B.S., Wright State University, Ph.D., University of North Carolina at Chapel Hill

Mary Ann Weathers, Ph.D. (2005)
English

A.B., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill

Hilary Wilkinson, M.S. (2004)
Psychology

A.B., Meredith College; M.S. Radford University

Joseph Wofford, Ph.D. (2003)
English

A.B., A.M., North Carolina State University; Ph.D., University of North Carolina at Greensboro.

Laura Woodall (2005)
Health, Exercise and Sports Science

B.S., M.S., Iowa State University

Fred Woodward, M.S. (2001)
Mathematics/Computer Science

A.B., Rhodes College; M.S., North Carolina State University

Robin Wright-Vincent, M.Ed. (2002)
Education

B.S., M.Ed., Meredith College

Laurie Zack, A.B. (2005)
Mathematics/Computer Science

B.S., University of Arkansas

Nathan Zalman, D.M.A. (2003)
Music

Mus.B., Shenandoah Conservatory; Mus.M., D.M.A., University of Michigan.

Faculty Emeriti 2004–2005

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

Audrey R. Allred, M.Ed. (1970)
Associate Professor of Education

A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

Vergean Birkin, A.M. (1973)
Assistant Professor of Geography

A.B., A.M., University of Colorado.

Martha Bouknight, Ph.D. (1996)
Professor of Mathematics

A.B. University of North Carolina at Greensboro; M.Ed., University ofNorth Carolina at Chapel Hill; Ph.D., North Carolina State University

Clara R. Bunn, Ph.D. (1969)
Professor of Biology

A.B., Meredith College; M.S., Ph.D., North Carolina State University.

Craven Allen Burris, Ph.D. (1969)
Vice President and Dean of the College Professor of History and Politics

A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; A.M., Ph.D., Duke University.

James L. Clyburn, M.S. (1958)
Professor of Music

A.B., Elon College; M.S., Julliard School of Music

Bernard Cochran, Ph.D. (1960)
Professor of Religion

A.B. Stetson University; B.D., Th.M., Southeastern BaptistTheological Seminary; Ph.D., Duke University

Jacques Comeaux, Ph.D. (1983)
Associate Professor of Foreign Languages

A.B., Southwestern University; A.M., University of Iowa; A.M., University of Salamanca; Ph.D. Florida State University.

James C. Crew, Ph.D. (1990)
Professor of Business

B.S., M.Econ., Ph.D., North Carolina State University.

Roger H. Crook, Ph.D. (1949)
Professor of Religion

A.B., Wake Forest University; Th.M., Ph.D., Southern Baptist Theological Seminary.

Anne Dahle, M.Ed. (1972)
Director of Re-entry Program

A.B., Meredith College; M.Ed., North Carolina State University.

James H. Eads, Jr., M.S. (1958)
Assistant Professor of Biology

A.B., University of Kansas; M.S., University of Alabama.

Lois Frazier, Ed.D. (1954)
Professor of Business

B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.

Janet Freeman, M.L.S. (1984)
Dean, Library Information Services

A.B., University of North Carolina at Greensboro; M.L.S., George Peabody College

Phyllis W. Garriss, Mus.M. (1951)
Professor of Music

A.B., Mus.B., Hastings College; Mus.M., Eastman School of Music, the University of Rochester.

Alice Goode, Mus.B. (1974)
Instructor of Voice

Mus.B., Texas Tech University.

Bluma Greenberg, A.M. (1976)
Assistant Professor of Art

A.B., Duke University; A.M., University of North Carolina at Chapel Hill.

Frank L. Grubbs, Ph.D. (1963)
Professor of History

A.B., Lynchburg College; A.M., Ph.D., University of Virginia

Jo Guglielmi, Ph.D. (1987)
Associate Professor of Mathematics

A.B., Duke University; M.S., Ph.D., North Carolina State University

Isabelle Haeseler, M.S.M. (1956)
Assistant Professor of Music

B.S., Lebanon Valley College; M.S.M., Union Theological Seminary

Carolyn Happer, Ph.D. (1986)
Associate Professor of History

A.B., Ph.D. Duke University; A.M., University of North Carolina at Chapel Hill

Lee Heathcoat, Ed.D. (1989)
Associate Professor of Education

B.S., Southwestern State University; M.Ed., Ed.D., North Carolina State University

John Hiott, M.Div (1968)
Director of Scholarships and Financial Assistance

A.B., Baylor University; M.Div., New Orleans Baptist Theological Seminary.

Ellen M. Ironside, Ph.D. (1983)
Dean of Continuing Education

A.B., Wells College; A.M., Teachers College, Columbia University; Ph.D., University of North Carolina at Chapel Hill.

Mary Bland Josey, M.Ed. (1953)
Director of Admissions

A.B., Meredith College; M.Ed., North Carolina State University.

Marie Capel King, M.Ed. (1971)
Director of Career Services

A.B., George Washington University; M.Ed., North Carolina State University.

Ione Kemp Knight, Ph.D. (1956)
Professor of English

A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill.

Vivian Kraines, Ph.D. (1979)
Professor of Mathematics

A.B., Ph.D., University of California

Ann W. Kurtz, Ph.D. (1979)
Professor of Foreign Languages

A.B., Wellesley College; A.M., Ph.D., University of Maryland.

William Ledford, Ph.D. (1957)
Professor of Foreign Languges

A.B., Berea College; A.M., State University of Iowa; Ph.D., University of North Carolina at Chapel Hill.

Marie Mason, Ph.D. (1969)
Professor of Psychology

A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

Jay D. Massey, A.M. (1957)
Professor of Health and Physical Education

B.S., University of North Carolina at Greensboro; A.M., New York University.

Murphy Osborne, Ed.D. (1988)
Vice President for Institutional Advancement

B.S., High Point College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of Tenessee

Cleo G. Perry, A.B. (1975)
Director of Alumnae Affairs

A.B., Meredith College.

Dorothy K. Preston, Ph.D. (1961)
Professor of Mathematics

A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; Ph.D., North Carolina State University.

Carolyn C. Robinson, A.B. (1958)
College Editor and Director of Publications

A.B., Meredith College.

Nona Short, A.M. (1966)
Professor of Art/ Foreign Languages and Literatures

A.B., University of Mississippi; A.M., University of Wisconsin

Dorothy J. Sizemore, A.M. (1980)
Dean of Students

A.B., William Jewell College; A.M., Georgetown College.

Donald Spanton, Ph.D. (1983)
Professor of Business

B.S., Rensselaer Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

LaRose F. Spooner, Ed.D. (1967)
Vice President for Marketing

A.B., Tift College; M.A.T., Duke University; Ed.D., North Carolina State University

Marilyn M. Stuber, Ed.D. (1965)
Professor of Human Environmental Sciences

B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

Eugene Sumner, D.S.W. (1973)
Professor of Social Work

A.A., Mt. Olive College; A.B. Atlantic Christian College; M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Utah.

Leslie W. Syron, Ph.D. (1945)
Professor of Sociology

A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill.

Louise Taylor, Ph.D. (1978)
Professor of English

A.B., Swarthmore College; M.A.T., Duke University; A.M., Ph.D., Florida State University.

Olive D. Taylor, M.Ed. (1970)
Assistant Professor of Mathematics

B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill.

Charles R. Tucker, Ph.D. (1966)
Professor of Sociology

A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

John E. Weems, Ed.D. (1972)
President

B.S., A.M., Ed.D., George Peabody College

Burgunde Winz, Ph.D. (1978)
Professor of Foreign Languages

A.B., A.M., ADI-Germersheim, West Germany; Ph.D., University of North Carolina at Chapel Hill

Inge Witt, A.B. (1976)
Adjunct Instructor of Music

A.B., Hons., London University; Elementary Certificate, Jacques-Dalcroze Institute through Carnegie-Mellon University.

Betty Jean Yeager, A.B. (1948)
Faculty Secretary

A.B., Meredith College.

Administration

(The date in parentheses indicates the year in which the administrator joined the Meredith organization.)

Office of the President

Maureen A. Hartford, Ed.D. (1999)
President

Jeannie Morelock, M.B.A. (1988)
Assistant to the President for Communications

Catheryne P. Allen, (1998)
Assistant to the President and Secretary to the Board of Trustees

Carol A. Gramer, B.S. (2000)
Assistant to the President

Research, Planning and Assessment

Sue E. Kearney, A.M. (1966)
Assistant to the President for Planning and Dean of Institutional Effectiveness

Lori Wade Miller, B.S. (2003)
Research Assistant

Michael Alan Feldstein, Ed.D. (2003)
Assistant Dean of Institutional Effectiveness

Stephanie Batdorff, M.B.A. (2003)
Research/Administrative Assistant

Marketing and Communications

Kristi Eaves-McLennan, B.A. (2000)
Director of Marketing and Communications

Karen Dunton, B.A. (2004)
Associate Director of Marketing

Kim M. Marcom, B.S. (2002)
Manager of Graphic Design

Melyssa Allen, B.A. (2001)
Assistant Director of News and Media Relations

Mary Rose, B.A. (2005)
Graphic Designer

David Timberlake, B.A. (2001)
Web Designer

Betsy Rhame, B.A. (2005)
Marketing Writer

Kaye Rains, B.A. (2001)
Office Manager

Academic Affairs

Office of the Senior Vice President and the Vice President for Academic Affairs

Rosalind R. Reichard, Ph.D. (2000)
Senior Vice President and Vice President for Academic Affairs

Anne E. Pickard, A.A. (1974)
Senior Administrative Assistant

Office for Special Academic Programs

Alyson Colwell-Waber, M.F.A. (1984)
Dean for Special Academic Programs

Amy Kinney, B.A. (1998)
Administrative Assistant

Manisha Panday, M.S. (2004)
Administrative Assistant

Departmental Assistants

Nancy Borntrager (1997)
Denise Byron-Cox, A.M., (2004)
Diana Davis (2003)
Mary Doyle (2004)
Katie Drescher, B.S. (2002)
Helen Fallwell (2001)
Bonnie Furman, B.A. (2002)
Veronica Johnson, A.B. (2005)
Christie Lee (1991)
Danielle McGrath, M.B.A. (2004)
Barbara McKay (1997)
Julie Novak, M.S. (2002)
Diane Parker, A.A. (2001)
Jeannette Rogers (1998)
Alyce Turner, A.B. (1993)

Office of the Registrar

Jody Hamilton-Davis, A.M. (2003)
Registrar

Karen West, M.B.A., (1994)
Associate Registrar

Sue Greiner, M.T.S. (1999)
Associate Registrar

Linda Wann, B.A. (1999)
Records Manager

Patricia Newton, B.A. (2005)
Records Specialist

Debra Fairbrother, A.S. (2001)
Records Specialist

Library

Laura Davidson, M.S.L.S. (2002)
Dean of Library Information Services

Dianne Andrews B.A. (1995)
Interlibrary Loan Supervisor/Circulation Assistant

Cheryl Benze, M.M.E. (2001)
Music Library Supervisor

Monica Borden, B. M. (2002)
Cataloging Assistant

Melanie Fitzgerald, B.S. (2000)
Cable Administrator

Martha Fonville, A.A. (2002)
Technical Services Assistant

Donna Garner, B.S. (1990)
Circulation Supervisor

Susan Humphrey, B.A. (2002)
Circulation Assistant

John W. Kincheloe III, M.A. (1985)
Media Specialist

Richard McBane, Jr., B.S.E.E. (1986)
Media Services Assistant

Carrie Nichols, M.L.S. (1995)
Catalog Librarian

Jean Rick M.A., M.S.L.S. (1994)
Reference Librarian

Geraldine Sargent (1978)
Administrative Assistant

Marcia Schroer (2001)
Circulation Assistant

Judith Schuster, M.S.L.S. (2000)
Reference Librarian

Margaret Sexton (1975)
Technical Services Assistant

Susan Squires, M.S., M.S.L.S. (1988)
Head Reference Librarian

Edward M. Waller, M.A., M.S.L.S. (1986)
Head of Technical Services

Joy Raintree (2002)
Circulation Assistant

Mary Paul Thomas (1999)
Technical Services Assistant

23+ Program

Susan E. Adams, Ph.D. (2002)
Director

LeNelle Patrick, M.Ed. (1999)
Associate Director

Donna Pilkington, B.S. (2000)
Program Assistant

Graduate and Professional Studies

Claire McCullough, Ph.D. (2002)
Assistant Vice President for Graduate and Professional Studies

Karen Sampson, B.S. (1996)
Assistant

Graduate Studies

Deborah Horvitz, M.S.Ed. (2001)
Director

Sylvia Horton, A.A.S. (2001)
Admissions Coordinator

Laura McClain, B.S. (2000)
Research and Operations Manager

Paralegal Program

Marisa Campbell, J.D. (2000)
Director

May Galli (1999)
Assistant

Community Outreach

Paula O'Briant, B.S. (1994)
Director

Anne Henderson, A.B. (1995)
Assistant

School of the Arts

Rebecca Bailey, Ph.D. (1984)
Dean

School of Business

Sidney Adkins, Ph.D. (2001)
Dean

Page Midyette, M.B.A. (2001)
M.B.A. Coordinator

Judy Hall (2005)
Administrative Assistant

School of Education

Linda R. Hubbard, Ph.D. (2002)
Dean

Iesha Cleveland, B.A. (2000)
Coordinator of Non-Degree Advising

Sharon Jones, B.S. (2001)
Administrative Assistant

School of Health and Human Sciences

Marie Chamblee, Ph.D. (1977)
Dean

School of Humanities and Social Science

W.Garrett Walton, Jr., Ph.D. (1986)
Dean

School of Natural and Mathematical Sciences

Virginia Knight, Ph.D. (1987)
Dean

Faculty Development

Elizabeth Wolfinger, Ph.D. (1992)
Director

Honors Program

Cynthia Edwards, Ph.D.
Director

International Studies

Betty Webb, Ph.D. (1974)
Director

Sara Milani, A.B. (2002)
Assistant Director

Tracy Knight (2002)
Program Assistant

Sponsored Programs

Linda Hatcher, Ed.D. (2005)
Director

Teaching Fellows Program

Allynna Stone, A.M. (2003)
Director

Julie Malley (2004)
Program Assistant

Undergraduate Research

Rhonda Zingraff, Ph.D. (1979)
Director

Cooperating Raleigh Colleges

Rosalie P. Gates, Ph.D. (1981)
Director

Student Development

Office of the Vice President for Student Development

Jean Jackson, Ph.D. (1983)
Vice President

Daniel J. Green, D.M.A. (2002)
Associate Vice President for Enrollment

Mary Ann Beam, A.A. (1988)
Assistant to the Division

Robyn McChesney, B.M. (2003)
Research Analyst for Enrollment

Yvonne Zaragoza, A.A. (2001)
Assistant to the Associate Vice President

Office of Academic Advising

Amy Hitlin, M.Ed. (2001)
Director

Amy Losordo, M.Ed. (2004)
Assistant Director of Career Development and Academic Advising

TBA
Office Assistant

Admissions

Heidi L. Fletcher, M.A. (1999)
Director of Admissions

Meredith Bynum Lee, B.S. (2002)
Assistant Director of Admissions

Cricket McCoy, B.A. (2000)
Assistant Director of Admissions

Mary E. Mills, B.S. (2003)
Assistant Director of Admissions

Anna Williams, B.A. (2002)
Assistant Director of Admissions

Patricia E. Abrams, (1999)
Recruitment Programs Assistant

Elizabeth B. Bell, B.A. (2005)
Admissions Counselor

Stephanie Ellis, B.A. (2004)
Processing Assistant

Marlena Everett, B.S. (2003)
Admissions Counselor

Amy Hayes (2004)
Processing Assistant

Donna Knott (2005)
Communications Processor

Melanie LaWall, B.A. (2002)
Admissions Counselor, 23+/Transfer Program

Denise Parker, B.S. (2005)
Assistant to the Director

Ann Troutman, B.A. (2001)
Programs Coordinator/Scheduler

Office of the Campus Minister

Samuel Carothers, M.Div. (1982)
Campus Minister

Lynne Wheatley, M.L.S. (2000)
Coordinator of Volunteer Services

Penny Ulmer (1993)
Office Manager

Career Center

Marie B. Sumerel, Ph.D. (2002)
Director

Amy Losordo, M.Ed. (2004)
Assistant Director of Career Development and Academic Advising

Dana Sumner, M.A. (2000)
Assistant Director for Career Development

Mary Ellen Philen, B.A. (1985)
Office Manager

Ann B. Phillips (1989)
Administrative Secretary

Counseling Center

Beth Meier, M.A. (1993)
Director

Angel Johnson, M.A. (2001)
Assistant Director

Lynn Kohn, M.S.W. (1999)
Assistant Director

Betty-Shannon Prevatt, M.A. (2002)
Assistant Director, Coordinator of Disability Services

Jill Triana, M.S. (2004)
Disabilities Counselor

Angela Frederick, B.S., B.A. (2003)
Office Manager

Office of the Dean of Students

Ann Gleason, M.Ed. (1997)
Dean

Charletta Sims, M.Ed. (2001)
Director for Commuter Life and Diversity Programs

Christina Nuttle Bumgardner, M.Ed. (1994)
Co-Director of First Year Experience

TBA
Co-Director of First Year Experience

Heidi LeCount, M.S. (2000)
Director of Residence Life

Suzanne Slawinski, B.S. (1998)
Office Manager

TBA
Residence Life Office Assistant

TBA
Residence Directors

Financial Assistance

Patti Corjay, M.B.A. (2004)
Director

Carol J. Clark (1990)
Associate Director

Betty G. Harper, B.S. (1994)
Associate Director

Gini V. Stelle (1995)
Information Specialist

Belinda Styron, B.S. (1998)
Information Specialist

Sharlene Shuman (2000)
Information Specialist

Health Services

Ruth Pearce, R.N.-C (1980)
Director

Anne Smithson, M.D. (1995)
Physician

Melinda McLain, R.N.-C (1991)
Nurse

Loretta Pearson, R.N. (1992)
Nurse

Student Activities and Leadership Development

Cheryl S. Jenkins, M.Ed. (1991)
Director

Nikki Curliss, M.Ed. (2000)
Assistant Director

Kelly Conkling Scott, M.Ed. (2000)
Assistant Director

Kathy Owen, A.B. (1999)
Office Manager

Business and Finance

Office of the Vice President for Business and Finance

William F. Wade, Jr., B.S., C.P.A. (1986)
Vice President for Business and Finance

Dee Perry (1996)
Administrative Assistant

Business and Finance Services

Lori Duke, B.S., C.P.A. (1999)
Controller

Susan Williams (2001)
Student Financial Services Supervisor

Janice Turner (1998)
Accounts Services Supervisor

Antoinette Francis, A.A. (2000)
Accounts Payable Clerk

Belinda Nicholson, B.S. (2000)
Accounts Receivable/Billing Coordinator

Lavita Pickett (1999)
Accounts Receivable Processing Specialist

Campus Events

Martha Harrell (1979)
Events Coordinator

Rebecca Benson (2003)
Events Coordinator Assistant

Campus Police

Frank Strickland (1997)
Chief of Police

Carolyn Creech (2000)
Parking Director

Jerry Dayberry (2001)
CamCard Officer

Officers

Don Appleford (1989)
Kyle Caulder (2004)
Melinda Fuller (2002)
Greg Gain (2001)

isa Geist (1999)
Wendy Honeycutt (2001)
obert Luedtke (1999)
arshall Matthews (1999)
Holly Murphy (1998)
ruce Newman (1999)
William Sadler (2004)
Debbie Schramm (2002)
racey Stephenson (2001)
ean Trevathan (1994)
Kathy Weinel (2002
Eddie Wheeler (1999)

ollege Store

ary Ann Reese, B.S. (1984)
Manager

arguriete Nelson (2000)
Accounting Clerk

Karen Oden, B.S. (2000)
Textbook Manager

Nola Stanley (2003)
GM Clerk

Copy Center

Kevin Walker (2001)
Manager

Catherine Atwater (1998)
Copy Center Assistant

Facilities Services

Thomas Sherry, B.A. (2001)
Director of Operations

Harry Cadman, A.A.S. (1996)
Assistant Director of Projects and Grounds

Patty Blackwell, B.A., M.S. (1996)
CMMS Clerk

John Wilson, B.A. (1997)
Purchasing/Inventory Manager

Chelsea Beers (2003)
Office/Stockroom Assistant

Maintenance

Ron Johnson (2003)
Maintenance Manager

Joe Brown (1988)
Maintenance Supervisor

Tony Alston (2003)
Daniel Averette (2003)
James Brown (2002)
Joey Brown (2003)
Tom Edmondson (1977)
Carter Grant (2003)
Rick Hagen (1998)
David Hamlet (2003)
Donald Jones (2001)
James Jones (1981)
Glenn Miller (2000)
Keith Poole (1995)
Jerry Rhodes (2004)

Grounds

Aaron Schettler, B.S. (2002)
Grounds Manager

Galdina Avila-Vega (1987)
Grounds Supervisor

Juan Avila (2003)
Migel Avila
Roberto Avila (1992)
Justin Beers (2003)
Dan Gray (2004)
Saul Hernandez (2004)
Darnell Smith (1981)

Housekeeping

Steve Plocki (2003)
Housekeeping Manager

William Cooper (1986)
Housekeeping Supervisor

Kris Householder (2003)
Housekeeping Supervisor

Barbara Robinson (1984)
Housekeeping Assistant Supervisor

Christopher Bunch (1995)
Housekeeping Floor Tech Lead

Douglas Fulton (1994)
Housekeeping Floor Tech Lead

Amy McConnell (2003)
Housekeeping House Manager, Massey House

Gail Benton (2001)
Day Facilitator

Lucia Castaneda (2002)
Marilyn Flemons (1993)
Edna Gregory (1989)
Bertha Hamlett (2002)
Anthony Hockaday (2001)
Malcom Howard (1998)
Willie Howard (1982)
Mavis McClain(2004)
Madegelene Montegue (2002)
Duc Nguyen (1994)
Emma Pittman (1993)
Oscar Pulley
Don Robertson
Louise Silver (2001)
Clara Smith (1980)
Silvia Tovar (2003)
Mary Ann Tuck (1997)
Rebecca Whitaker (1997)
Gary Wooten (2003)

Food Services (ARAMARK)

Thad O'Briant, B.A. (1990)
Manager

Human Resources

Pamela L. Davis, M.B.A. (2004)
Director

Kay Miller (1992)
Payroll Coordinator

Maripat Plocki (1998)
Personnel Coordinator

Post Office

Alysia Davis (1990)
Postal Supervisor

Pat Kritzer (2002)
Information Services Assistant

Willie King (1956)
Postal Carrier

Technology Services

Mickey Brandstadter, Ph.D. (2002)
Chief Information Officer

Douglas Alm, B.S. (1995)
Network Systems Supervisor

Ron Anderson (2001)
Desktop Support Specialist

Tim Bartlett (1996)
Desktop Services Lead

Donda Blake (2002)
Technology Services Assistant

Sorng Buntoum (2000)
Desktop Support Specialist

Tom Butler, B.S., ED. (2002)
Director of User Support Services

Ashley Clos, B.S. (2001)
Help Desk Analyst

Sharon Evans (2005)
Program Analyst

Naser Fayed (2002)
Systems Engineer

Wendy Gem, B.S. (2001)
Academic Technology Specialist

Bill George, B.A. (1999)
Database Programmer

Jennifer Glaser (2004)
Help Desk Analyst

Angela Gouge (1988)
Database Administrator

Frank Hall (2002)
Data Communications Specialist

Melonie Ivey (2002)
Academic Technology Specialist

Virginia Kemp, A.A. (1982)
Telecommunications Specialist

Mary Reed (1996)
Network Specialist

Andy Richards, B.S. (2000)
Academic Technology Specialist

Jason Sarner (2003)
Help Desk Analyst

Diane Sherman (2001)
Web Programmer

Ellie Smith (2005)
Administrative Computing Specialist

Cheryl Todd (2005)
Academic Technology Specialist

Information

Patty Birch (2001)
Switchboard Operator

Institutional Advancement

Office of the Vice President for Institutional Advancement

Connie L. Harris, B.S. (2002)
Vice President

Ellie Vali, M.L.S. (2003)
Administrative Assistant

Advancement Services

Marilyn Jones, B.S. (1999)
Director of Advancement Services

TBA
Director of Development Services

Pamela Mullins (2004)
Gift Records Coordinator

TBA
Advancement Services Assistant

Alumnae & Parent Relations

Hilary Allen, B.A. (2002)
Director of Alumnae & Parent Relations

Beth Jarvis, B.S. (2004)
Assistant Director

Laura Jasper (2004)
Assistant

Development

Cindy Godwin, B.S. (2001)
Director of Development

Pat Duggins (2001)
Assistant

Major Gifts

Billie Jo Cockman, B.A. (2000)
Associate Director

TBA
Asssociate Director

Pat Duggins (2001)
Assistant

Meredith Fund

Jane Mitchell, B.A. (2002)
Director

Jean Gambrill, B.A. (2005)
Assistant Director

Planned Giving

Harold West, Jr., B.A. (1991)
Senior Director of Planned Giving

Facilities

Johnson Hall, named in memory of Livingston Johnson, is the main administration building and anchors the original campus quadrangle of six buildings. Built in 1925, it was occupied in early 1926 when the campus moved from downtown Raleigh to its present West Raleigh location.

Seven residence halls are located on the campus. **Vann, Stringfield, Brewer, Faircloth, Poteat, Heilman**, and **Barefoot** Residence Halls house 140-170 students each. Most of the accommodations in these three- or four-story air-conditioned buildings follow the suite arrangement of two rooms and a bath for four students, two students occupying a room. Telephones are available on each floor, and students may have phone service in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, vending machines and laundry facilities are conveniently located in the residence halls. All residence halls are equipped to support the campus wireless computer network.

The residence halls are named for Richard Tilman Vann, Oliver Larkin Stringfield, Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; Culbreth C. and Kilty Barefoot, and their family. Vann, Stringfield, Brewer and Faircloth residence halls were built in 1925 and are also a part of the original quadrangle of buildings.

Completing the original quadrangle is **Belk Dining Hall**. Built in 1925, it was dedicated in 1970 in honor of Carol Grotnes Belk and is accessible to five of the residence halls by covered breezeways. The renovated lower level houses the Wainwright Conference Suite, a group of rooms for meetings and dining.

Fannie E.S. Heck Memorial Fountain was erected in 1928 by the North Carolina Woman's Missionary Union, auxiliary to the Baptist State Convention, in honor of the first president of the organization. It is located in the center of the original campus courtyard.

Jones Hall, named in honor of Wesley Norwood Jones and Sallie Bailey Jones, houses a 630-seat auditorium/theater with balcony seating, a studio theater, and a learning center. Jones Hall was first used in 1949.

Cooper Organ, Meredith's first concert organ, was installed in 1970 in the auditorium of Jones Hall. Named in honor of the late Harry E. Cooper, head of the department of music for more than 30 years, the Austin organ is a three-manual, 35-rank concert instrument with classic voicing.

Harriet Mardre Wainwright Music Building is adjacent to Jones Hall and overlooks the lake. Named in honor of Mrs. Irving H. Wainwright and dedicated in 1977, the music and fine arts building houses a music library, faculty lounge and offices, classrooms, practice rooms, and teaching studios. Also included in the building is the 175-seat Clara Carswell Concert Hall, named in honor of Mrs. Guy T. Carswell.

Shaw Fountain is at the front center campus near the entrance to Johnson Hall. This illuminated fountain is named in honor of Henry M. and Blanche M. Shaw and was dedicated in 1974.

Elva Bryan McIver Amphitheater, with a seating capacity of 1,200, was completed in 1964. Located in a beautifully landscaped oak grove on the south front campus, the amphitheater overlooks a four and one-half-acre lake. The large stage area is complete with lighting and sound possibilities, making the theater ideally suited for outdoor performances and college and community programs. Named for Elva Bryan McIver, the amphitheater was made possible by a bequest from this friend of Meredith. Traditionally the spring commencement exercises, and many other campus and community events, are held in the Amphitheater.

Jones Chapel, completed in 1982, is a visible symbol of Meredith's commitment to Christian education. It is named in honor of Seby B. Jones, former chairman of the Board of Trustees, and Christina Jones. In addition to the 400-seat sanctuary, the chapel contains a common room, a meditation room, a library, a bride's room, a kitchen, and offices for the campus minister and visiting speakers.

Estelle Johnson Salisbury Organ, installed in Jones Chapel in memory of a member of Meredith's first graduating class of 1902, is an encased mechanical action instrument of 20 stops and 27 ranks. The two-manual and pedal Andover organ was constructed in 1983.

Mae Grimmer Alumnae House includes offices of the Alumnae Association and the Meredith Fund. It also contains the Mabel Claire Hoggard Maddrey Parlor, a reception room for meetings and social events. The house is named in honor of Mae Grimmer, who was for 36 years executive secretary of the Alumnae Association.

Cate Center contains the 240-seat Kresge Auditorium, student activities offices, the college store, The **Bee Hive Cafe**, student government and publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974 and extensively renovated in 1996.

Park Center, completed in 1996, is connected to the Cate Center. The first floor houses offices for the John E. Weems Graduate School, the Paralegal, the 23$^+$, and the Executive and Professional Programs. The second floor houses various student development offices including the Dean of Students, Residence Life, and Commuter Life. It is named in honor of Roy and Dorothy Park.

Named in honor of Marquerite Noel, the **Noel House** was originally used for student housing. In 1998, it was renovated to house the Office of Technology Services.

Shearon Harris Building, constructed in 1982, houses the School of Business and the Department of Communications. In addition to classrooms, seminar rooms, and faculty offices, the building contains conference rooms. It is named in honor of the late

Shearon Harris, who served as a trustee for more than a decade and as Board of Trustees chairman for several terms.

Gaddy-Hamrick Art Center is designed for women in art. Dedicated in 1987, it houses the Frankie G. Weems Art Gallery, an art history theater, photography darkrooms, and studios for drawing, painting, graphic design, ceramics, printmaking, and art education. The center is named in honor of the late Claude F. Gaddy, former Meredith trustee, and F.B. Hamrick, business manager of the College, 1929-43.

Ledford Hall, named for Hebert F. Ledford, benefactor and former chairman of the Board of Trustees, was completed in 1993. It houses the School of Education, and the Departments of Psychology, and Sociology and Social Work.

Joyner Hall is a classroom building for most courses in English, foreign languages, history and politics, and religion and philosophy. It also contains offices for faculty, a foreign languages lab, seminar rooms, a lounge, and a kitchen. The building was named for James Yadkin Joyner, who served as a trustee for 55 years.

Carlyle Campbell Library is named in honor of Meredith's fourth president, who served the College from 1939 to 1966. The Library moved from the second floor of Johnson Hall to its present building in 1969. Information about the Library and its services can be found on page ( ) or at the library's web site: http://www.meredith.edu/library.

Martin Hall provides classrooms and laboratories for the Department of Human Environmental Sciences and the Department of Foreign Languages and Literatures. The building reopened in 2004 following renovations. The building is named for Margaret Craig Martin, '30, an alumna whose service to the College includes being a member of the faculty, alumnae director and a member of the College's Board of Trustees.

Opened in January, 2003 the new **Science and Mathematics Building** contains over 80,000 square feet of classrooms, state of the art computer and science laboratories, and faculty offices for the Departments of Chemistry and Geosciences, Biology and Health Sciences, and Mathematics and Computer Science. The building also contains a telescope teaching/ observation platform, an interior courtyard with outdoor teaching spaces, and a glass atrium entrance.

Carroll Health Center was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. It houses the Health Center and the Counseling Center.

Ellen Brewer House was originally used for the resource management practicum in the Home Economics Department. It now contains an infant/toddler lab home operated by the Child Development program within the Department of Human Environmental Sciences. It was named in honor of Ellen Dozier Brewer, member of the home economics faculty for 57 years.

Weatherspoon Physical Education-Dance Building, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, a swimming pool, Margaret Weatherpsoon Parker Fitness Center and offices for the Department of Health, Physical Education, and Dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon. In close proximity are tennis courts, a golf putting green, a softball field, and a soccer field.

Massey House is the on-campus residence of the president. The house is named in honor of Dr. Luther M. Massey and Vivian Dawson Massey in appreciation of their service to Meredith.

Lemmon House is available as a guest residence for visiting professors and certain official college guests. Named for former History Professor Dr. Sarah Lemmon, it is located across from the back gate of the College off Faircloth Street.

The Faw Garden, as well as the **Margaret Craig Martin, Cleo G. Perry,** and **Frankie G. Weems Gardens; the Elva Wall Davis Gate** at Faircloth Street, and **the Meredith Lake** are areas that add beauty and interest to the campus.

Visitor Parking

Visitor Parking areas are located throughout the campus including the parking lot adjacent to the chapel, along the front drive, in front of the Alumnae House, behind Belk Dining Hall and adjacent to Wainwright Music Building. Campus maps are available at the security station along the front campus drive, from campus security, or in the Office of Admissions.

Location

Located in central North Carolina, Raleigh, the home of Meredith College, is a growing capital city of approximately 333,000 people. It is the center of the Research Triangle, an area comprising Raleigh, Durham, and Chapel Hill.

The Meredith campus is on the western outskirts of the city, and the 225 rolling acres are unspoiled by commercial or residential development. Easy access is provided by Wade Avenue — an I-40 connector — and by U.S. 1. The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the west by U.S. 1 and I-440, and on the south by Hillsborough Street, which leads to Meredith's main entrance. Appropriate highway markings guide the visitor to the College. Raleigh-Durham International Airport, served by the major airlines, is only eight miles from the campus.

Raleigh is also the home of North Carolina State University. Chapel Hill and Durham, sites of the Univetsity of North Carolina and Duke, are 25 and 17 miles away, respectively. Wake Forest University, another major university, is located in Winston-Salem, a two-hour drive from Raleigh.

The city is centrally located so that the majestic mountain ranges of western North Carolina and the long stretch of beaches along the Atlantic Ocean are only two to four hours away. For several years, students have organized vacation groups to take advantage of skiing opportunities in the mountains while others enjoy swimming and sailing along the coast.

Meredith College Calendar for 2005-2006

Fall Semester 2005

Arrival of New Students	Sat. Aug. 13
Registration	Tue. Aug. 16
Drop/Add for all students	Tue. Aug. 16
Classes begin	Wed. Aug. 17
Last day to drop a course without paying	Tue. Aug. 23
Last day to add a course	Tue. Aug. 23
Labor Day Holiday-No classes held	Mon. Sept. 05
Last day to make a grading change	Wed. Sept. 14
Mid-Term	Tue. Oct. 04
Progress Reports due at 12 Noon	Wed. Oct. 05
Autumn recess begins after the last class	Wed. Oct. 05
Classes resume at 8 a.m.	Mon. Oct. 10
Last Day to withdraw from a class	Tue. Oct. 25
Thanksgiving recess begins after the last class	Tue. Nov. 22
Classes resume at 8 a.m.	Mon. Nov. 28
Last day of classes	Wed. Nov. 30
Reading day; music juries	Thu. Dec. 01
Final Examinations	Fri. Dec. 02–Sat. Dec. 10
Commencement	Sat. Dec. 10

Spring Semester 2006

Registration and Drop/Add	Tue. Jan. 10
Classes begin	Wed. Jan. 11
Holiday-Martin Luther King Day	Mon. Jan. 16
Last day to drop a course without paying	Wed. Jan. 18
Last day to add a course	Wed. Jan. 18
Last day to make a grading change	Wed. Feb. 08
Mid-Term	Wed. Mar. 01
Progress Reports due at 12 Noon	Fri. Mar. 03
Spring recess begins at 5 p.m.	Fri. Mar. 03
All Offices Closed for Spring Break	Fri. Mar. 10
Classes resume at 8 a.m.	Mon. Mar. 13
Last Day to withdraw from a class	Fri. Mar. 24
Easter recess begins after the last class	Thu. Apr. 13
Classes resume at 8 a.m.	Tue. Apr. 18
Celebrating Student Achievement (No Classes)	Thu. April 27
Last Day of Class Classes today follow the regular Thursday schedule	Tue. May 02
Reading day; music juries	Wed. May 03
Final Examinations	Thu. May 4–Fri. May 12
Commencement	Sun. May 14

Summer 2006

Classes will not meet on Monday May 29 and Monday–Tuesday, July 3–4

First six-week session (Day and evening)	May 15–June 23
Second six-week session (Day and evening)	June 26–August 4
First three-week session	May 22–June 9
Second three-week session	June 12–June 30
Third three-week session	Wed July 5–Tue. July 25

Opening day of class for 2006-2007 Academic Year:	Wed. Aug. 16

This calendar is subject to periodic review and change. Such changes will be distributed to the Meredith community and will be available in the registrar's office.

Meredith College Calendar for 2006-2007 DRAFT

Fall Semester 2006

Arrival of new students	Sat Aug 12
Registration and Drop/Add	Tue Aug 15
Classes begin	Wed Aug 16
Last day to drop a course without paying	Tue Aug 22
Last day to add a course	Tue Aug 22
Labor Day Holiday--No classes held	Mon Sep 04
Last day to make a grading change	Wed Sep 13
Mid-Term	Tue Oct 03
Progress Reports due at 12 Noon	Wed Oct 04
Autumn recess begins after the last class	Wed Oct 04
Classes resume at 8 a.m.	Mon Oct 09
Last Day to withdraw from a class	Tue Oct 24
Thanksgiving recess begins after the last class	Tue Oct 21
Classes resume at 8 a.m.	Mon Nov 27
Last day of classes	Wed Nov 29
Reading day; music juries	Thu Nov 30
Final Examinations	Fri Dec 01–Sat Dec 09
Commencement	Sat Dec 09

Spring Semester 2007

Registration	Tue Jan 09
Classes begin	Wed Jan 10
Holiday-Martin Luther King Day	Mon Jan 15
Last day to drop a course without paying	Wed Jan 17
Last day to add a course	Wed Jan 17
Last day to make a grading change	Wed Feb 07
Mid-Term	Wed Feb 28
Progress Reports due at 12 Noon	Fri Mar 02
Spring recess begins at 5 p.m.	Fri Mar 02
All Offices Closed for Spring Break	Fri Mar 09
Classes resume at 8 a.m.	Mon Mar 13
Last Day to withdraw from a class	Fri Mar 24
Easter recess begins after the last class	Thu Apr 05
Classes resume at 8 a.m.	Tue Apr 10
Celebrating Student Achievement (No Classes)	Thu Apr 27
Last Day of Class Classes today follow the regular Thursday schedule	Tue May 01
Reading day; music juries	Wed May 02
Final Examinations	Thu May 03–Fri May 11
Commencement	Sun May 13

SUMMER 2007

Classes will not meet Monday May 28 and Wednesday July 4

First six-week session	May 14 – June 21
Second six-week session	June 25 – August 2
First three-week session	May 21 – Sat June 9
Second three-week session	June 11 – June 29
Third three-week session	July 5 – July 21

Opening day of class for 2007-2008 Academic Year:
Wednesday, August 15

This calendar is subject to periodic review and change. Such changes will be distributed to the Meredith community and will be available in the registrar's office.

Correspondence and Visits

The mailing address of Meredith College is 3800 Hillsborough Street, Raleigh, NC 27607-5298.

The College telephone number is **(919) 760-8600**.

The Meredith fax number is **(919) 760-2828**.

Information on Meredith is now available through the World-Wide Web at: **www.meredith.edu**

Academic Records
Office of the Registrar, 760-8593
registrar@meredith.edu

Admissions (Traditional age and Age 23$^+$ Program)
Office of Admissions, 760-8581 or
1-800-Meredith College
admissions@meredith.edu

Adult Student Information (non-degree)
Office of Graduate and Professional Studies
760-8353
executive@meredith.edu

Alumnae Matters
Office of Alumnae Affairs, 760-8548
alumnae@meredith.edu

Athletics
Department of Health, Physical Education, and Dance,
760-8198

Catalogue Requests
Office of Admissions, 760-8581
admissions@meredith.edu

Campus Events
760-8533
events@meredith.edu

Campus Minister
Sam Carothers, 760-8346
carotherss@meredith.edu

Certificate Programs
Office of Graduate and Professional Studies
760-2855
certificate@meredith.edu

Office of Community Outreach
Office of Graduate and Professional Studies
760-2367
outreach@meredith.edu

Educational Programs
Vice President for Academic Affairs, 760-8514

Expenses
Vice President for Business and Finance, 760-8516

Financial Assistance
Office of Financial Assistance, 760-8565
or 1-800-MEREDITH
finaid@meredith.edu

Graduate Employment
Meredith Career Center, 760-8341
career@meredith.edu

John E. Weems Graduate School
760-8423
graduate@meredith.edu

Housing Matters
Director of Residence Life and Housing, 760-8633

Institutional Research
Office of Research and Assessment
760-2364
kearneys@meredith.edu

Masters in Business Program/School of Business
760-2281
mba@meredith.edu

News Items/Publications
Office of Marketing and Communications, 760-8455
marketing@meredith.edu

Paralegal Program
Office of Graduate and Professional Studies
760-2855
paralegal@meredith.edu

Parents Association
Office of Alumnae Affairs, 760-8548
alumnae@meredith.edu

Student Employment
Office of Financial Assistance, 760-8565
finaid@meredith.edu

Student Interests
Office of the Dean of Students, 760-8521

Student Reports
Office of the Registrar, 760-8593
registrar@meredith.edu

Summer School
Office of the Registrar, 760-8593
registrar@meredith.edu

Transcripts
Office of the Registrar, 760-8593
registrar@meredith.edu

Vocational Testing
Meredith Career Center, 760-8341
career@meredith.edu

Volunteer Services
Lynne Wheatley, 760-8357
wheatleyl@meredith.edu

ENROLLMENT FOR 2004–2005

Summer School 2004

Total Summer Registrations, 2004	????
Unduplicated Summer Enrollment, 2003	690

Undergraduate Students, Fall 2003

Degree Candidates for Bachelor of Arts, Bachelor of Science, Bachelor of Music and Bachelor of Social Work	1,807
Non-degree Students	202
Teacher Licensure Program	??
Second Major	??
Cooperating Raleigh Colleges	88
Other	??
Total Students in Undergraduate Credit Courses	**2,009**

Graduate Students, Fall 2004

Degree Candidates for Master of Business Administration, Master of Education, Master of Science in Nutrition and Master of Music	117
Non-degree Students	43
Dietetic Internship Program Students	11
Post-Baccalaureate Students	32
Total Students in Graduate-level Courses	**160**

Total Enrollment, Fall 2004

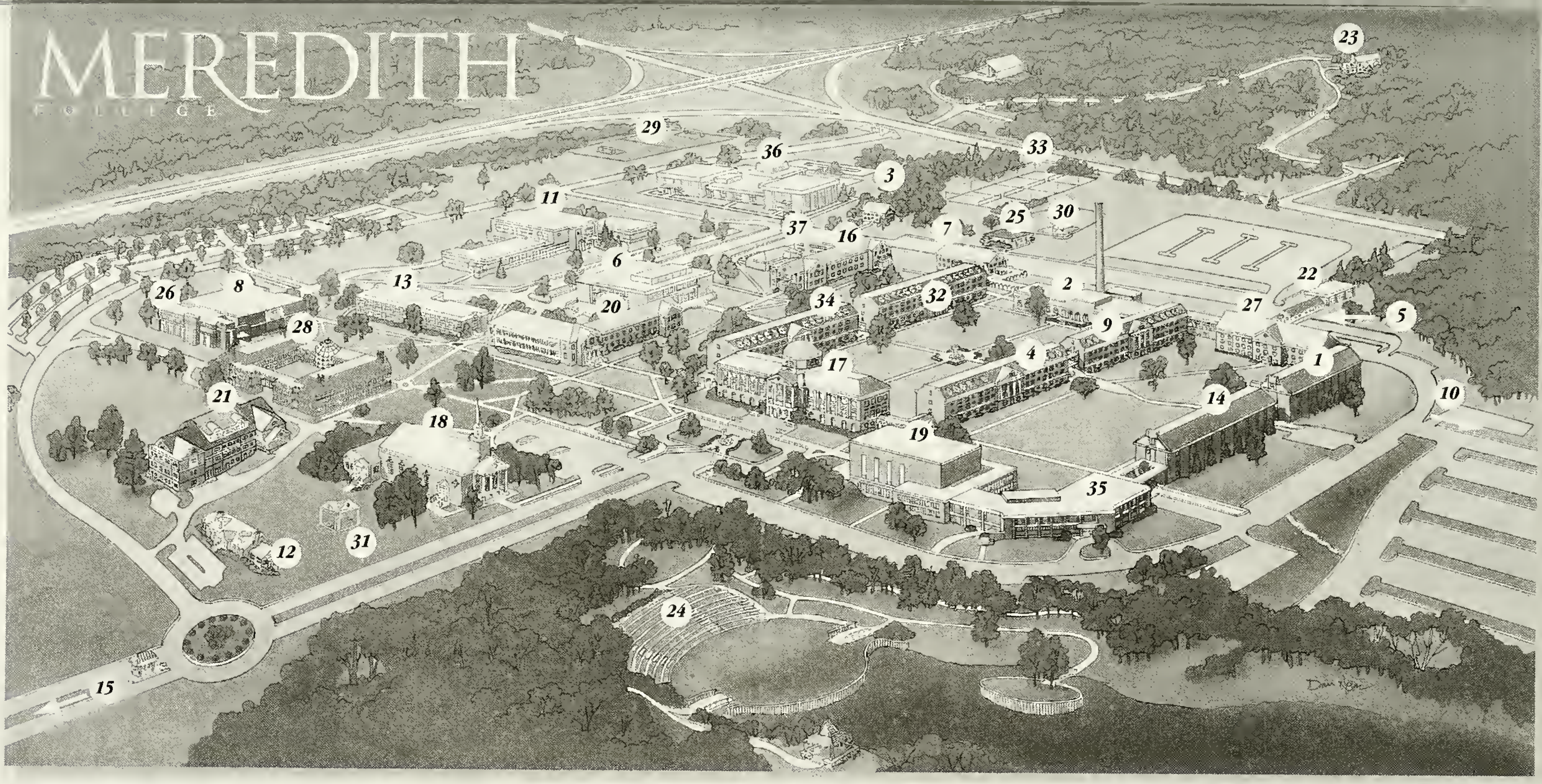
Total Degree Candidates	**1,924**
Total Non-Degree Students	**245**
Total Enrollment for Credit	**2,169**

Non-Credit Registrations, Fall 2004

Registrations in Non-Credit Classes/Programs, Fall 2004	1,430
Continuing Education	
Paralegal Program	137
Community Outreach	393
Leadership/Professional Studies	215
Audit Courses	21
Music	
Preparatory	569
Chorus/Chorale	95

Geographic Distribution of Students in Credit Courses:

Alabama	4
Arkansas	1
California	1
Colorado	4
Connecticut	3
Delaware	1
Florida	11
Georgia	12
Idaho	1
Illinois	3
Indiana	1
Kentucky	1
Maine	1
Maryland	7
Massachusetts	2
Michigan	5
Mississippi	1
Missouri	5
New Jersey	5
New York	9
North Carolina	1,913
North Dakota	1
Ohio	4
Oklahoma	1
Pennsylvania	13
Rhode Island	2
South Carolina	15
Tennessee	8
Texas	3
Vermont	2
Virginia	96
Washington	2
West Virginia	1
Foreign Countries (22)	30
Total	**2,169**



Campus Map

1. Barefoot Residence Hall
2. Belk Dining Hall (Wainwright Conference Suite)
3. Brewer House (Infant Care Teaching Lab)
4. Brewer Residence Hall
5. Campus Police/Copy Center
6. Carlyle Campbell Library
7. Carroll Health Center
8. Cate Student Center (Kresge Auditorium, Student Activities Center)
9. Faircloth Residence Hall
10. **Faircloth Street Entrance**
11. Gaddy-Hamrick Art Center (Frankie G. Weems Art Gallery)
12. Grimmer Alumnae House
13. Harris Building (Mathematics, Computer Science, School of Business)
14. Heilman Residence Hall
15. **Hillsborough Street Entrance**
16. Hunter Hall (Biology, Chemistry, Human Environmental Sciences)
17. Johnson Hall (Administration)
18. Jones Chapel
19. Jones Hall (Auditorium; Studio Theater; Learning Center)
20. Joyner Hall (History/Political Science, English, Foreign Languages, Religion/Philosophy)
21. Ledford Hall (Psychology, Education, Sociology & Social Work)
22. Facilities Services
23. Massey House (President's Residence)
24. McIver Amphitheater & Meredith Lake
25. Noel House (Technology Services)
26. Park Center (Executive and Professional Programs, The John E. Weems Graduate School, Student Development Offices)
27. Poteat Residence Hall
28. Science and Mathematics Building (complete in 2003)
29. Soccer Field, Driving Range
30. Softball Field
31. Spangler Gazebo and Garden
32. Stringfield Residence Hall
33. Tennis Courts
34. Vann Residence Hall
35. Wainwright Music Building (Carswell Concert Hall; Music, Communication & Theatre)
36. Weatherspoon Physical Education-Dance Building (gymnasium, dance studio, pool, Parker Fitness Center)
37. Yarbrough Research Center

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Undergraduate Catalogue
2006-2007

Meredith College Undergraduate Catalogue

VOLUME 30

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President's Message

Maureen A. Hartford, Ed.D.

"Educating women to excel"— that is Meredith's mission and a theme that you will find explicit and implicit throughout your years as a Meredith student. It is the very foundation around which Meredith is constructed, the most important hallmark of a Meredith education. It is a theme you value as a Meredith student and value even more as a Meredith alumna.

Our beautiful campus is a warm and friendly community of diverse and talented learners, seekers and leaders. Each year, our students hail from large cities, urban centers, small towns, and open country neighborhoods. We welcome students from the United States and from nations throughout the world. As a Meredith undergraduate, you are expected to engage in the broader community, to be women of honor and integrity, to care about your fellow students, and to stretch yourself intellectually.

Your experience at Meredith will be uniquely yours, and you will reap the tremendous benefits of exciting new initiatives implemented by the College in the past several years. Our last strategic plan, Initiative 2000, revitalized our general education curriculum, initiated a highly successful undergraduate research program and technology expansion, created and completed the science and mathematics building, and brought us more faculty and staff.

The Meredith College Board of Trustees has recently approved the College's new long-range strategic plan, known as Vision 2010. With Vision 2010, our focus will be on educating engaged global citizens and leaders, on supporting a stimulating environment for living and learning, and on creating more venues for Meredith to be known in the world.

Women now have more choices and more opportunities than any previous generation. Women's colleges, like Meredith, have historically produced far more women leaders in this country than their numbers would predict, because women's colleges take women seriously. At Meredith, we accept the challenge, responsibility and privilege of helping you become the person you want to be: educated, confident, compassionate, and successful.

I Believe...

in smart choices, hard work and serious fun...that sometimes the best answer is a good question...I've got a lot of good questions...that a good life starts here. At Meredith.

Meredith College: Overview

Mission

Founded by the Baptist State Convention of North Carolina in 1891, Meredith College is now an independent comprehensive institution for women and a community devoted to learning for life in all of its dimensions. In 1997 the Meredith community adopted the following statement of mission:

> *In educating women to excel, Meredith College fosters in students integrity, independence, scholarship, and personal growth. Grounded in the liberal arts, the college values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion.*
>
> *Meredith endeavors to create a supportive and diverse community in which undergraduate and graduate students learn from the past, prepare for the future, and grow in their understanding of self, others, and community. To these ends, Meredith strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers, to assume leadership roles, to continue their education, and to lead responsible lives of work, citizenship, leisure, learning, and service.*

With an undergraduate enrollment of 2015, a faculty student ratio of 11:1, and an average class size of 16, Meredith is well-positioned to foster such a community of committed learners. The college also serves several hundred women and men through the John E. Weems Graduate School and the non-credit offerings of its continuing education programs.

History of the College

The rich heritage enjoyed by the Meredith student of today began in 1835, when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder,* was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was chartered in 1891; students were first accepted in 1899. Ten years later it was named Meredith College. Its campus, originally located near the capitol of North Carolina, was moved to its present west Raleigh site in 1926. In 1997, Meredith College became independent of the Baptists.

Meredith's seven presidents have been James Carter Blasingame, 1899–1900; Richard Tilman Vann, 1900–1915; Charles Edward Brewer, 1915–1939; Carlyle Campbell, 1939–1966; Earl Bruce Heilman, 1966–1971; Craven Allen Burris (Acting), September—December 1971; John Edgar Weems, January 1972–1999; and Maureen Hartford, 1999–present.

The Academic Experience at Meredith

Meredith offers four undergraduate degrees:

- ○ Bachelor of Arts
- ○ Bachelor of Science
- ○ Bachelor of Music
- ○ Bachelor of Social Work

Students may select from 56 undergraduate majors and concentrations as well as 46 minors. Academic programs are administered by 17 departments and schools. *A complete list of majors appears on page 59.* Students may supplement any major with courses and practica in teaching offered by the School of Education. Students in all fields complete 53–69 credit hours of general education course work.

Building upon an established liberal arts tradition, Meredith is meeting challenges of the new century with several new initiatives. These include a bold new general education program, the Meredith Technology Inititative, undergraduate research, and civic engagement.

The new Vision 2010 strategic plan addresses Meredith's commitment to prepare women to become engaged global citizens and leaders through increased emphasis on internationalization and leadership development.

Making Connections, Making a Difference: Meredith's Unique Approach to General Education

A quality education takes its shape from stable academic tradition and the innovations of a changing world. In Meredith's general education curriculum—the faculty have identified several key relationships between learning and living that are the core of the Meredith educational experience and anticipate the world our graduates will inhabit and lead. In a series of three cross-disciplinary courses, students and faculty explore relationships between the individual and culture, intercultural relationships, and local/global connections. The learning process in these courses emphasizes collaboration, critical inquiry, problem-solving, ethics, and effective communication. Electives within our program also reflect these themes and address competencies needed in a technological, global world. *See page 56.*

Meredith Technology Initiative

In 2001 Meredith became the first women's college to adopt a campus-wide laptop program as part of a broader technology initiative. Students receive IBM/Lenovo Notebook computers loaded with professional and educational software. Hardware and curricular applications are supported by a staff of trained and certified IT professionals. At the beginning of the junior year, students receive an updated laptop computer which becomes their property when graduation and eligibility requirements are met. The portability of the computers, made possible through a wireless network, enhances both individual and collaborative learning experiences and helps prepare students to use technologies found in the workplace. **http://www.meredith.edu/mti/**

Undergraduate Research

The Undergraduate Research Program supports faculty/student partnerships in the pursuit of research and creative activity in all fields and disciplines. College funds support these projects and underwrite travel costs for students presenting their work at conferences. Students may earn course credit for this work, and in some instances stipends are awarded to students, as they collaborate with faculty on research.

Each spring a *Celebrating Student Achievement* event highlights the research and creative activity of Meredith students. This day of exhibitions, performances, scholarly presentations, and socializing brings the Meredith community together to share successes and inspire new levels of accomplishment.

Civic Engagement

Through personal example and generous commitment of resources, President Hartford has inspired the Meredith community to offer service to others — both locally and far afield. Student, faculty and staff volunteers offer their time to MeredithReads, a literacy program; Meals on Wheels; Habitat for Humanity; and a number of other agencies. Through Meredith's Service-Learning program, coursework is enhanced with service-related experiential learning opportunities with a variety of community partners. Through service-learning, students investigate important social issues such as homelessness, poverty, endangered species, and support for families.

Other Distinctive Features and Programs

Honors Program

The Honors Program at Meredith offers an enriched academic and co-curricular program of study to gifted, motivated students. The program, which spans four years, challenges the honors student to expand her power of thinking—analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communication skills; to achieve a clear sense of life direction; and to develop as a substantial and whole individual. *See page 50.*

Teaching Fellows Program

Meredith is designated as a Teaching Fellows Institution by the North Carolina Teaching Fellows Commission. The Fellows Program, established by the North Carolina General Assembly, offers incentives to encourage talented students to pursue teaching careers in the state. In exchange for a commitment to teach in North Carolina public schools for a minimum of four years upon graduation, Teaching Fellows receive a scholarship/loan award, which is matched by the college. Meredith Teaching Fellows receive specialized advising and are invited to enroll in Honors courses. If you are an outstanding young woman who has decided that teaching is your career choice, then our Teaching Fellows Program may be your wisest choice. *See page 51.*

Study Abroad Programs

Generations of Meredith students have given further substance to their education by spending a year, a semester, or a summer term abroad. Traveling and studying with Meredith faculty, student groups earn course credit in Austria, Italy, Switzerland, England, France, Spain, Sri Lanka and Central America during the summer months. Cooperative arrangements with affiliates offer semester-long programs in Australia, China, the United Kingdom, Ghana, New Zealand, South Africa, Costa Rica, Argentina, Chile, France, and Spain. In response to student interest, the Office of Study Abroad helps students select top quality programs in other parts of the world. *See page 48.*

Domestic Off-campus Programs

Meredith students may also spend a semester in New York or Washington. *See page 50.*

Cooperating Raleigh Colleges

Although all required courses in all academic programs are available on Meredith's campus in a planned rotation cycle, students may opt to enroll in a course at four local colleges or universities without additional tuition. *See CRC, page 41.*

Career Preparation

A fruitful college experience combines intellectual inquiry and experimentation with movement toward career and personal goals. The Meredith College Career Center involves students in a series of reflective and practical activities to this end. Students at all levels are encouraged to attend Career Center seminars, to work with career counselors to assess their interests and strengths, and to take advantage of career planning services. The Career Center organizes job fairs and hosts interviews with employers. In addition, each academic program exposes students to career options and helps students develop career-specific competencies. Internships, research, and other practical experiences are required in some areas and encouraged in all. Surveys of recent graduates typically indicate that within six months of graduation 97 percent of respondents seeking employment have found positions. Twenty-two percent of respondents are continuing their education.

Faculty

Faculty who choose a career at Meredith embrace teaching, advising, and mentoring as their highest professional priorities. Effectiveness in these roles also demands ongoing study, research, and various forms of professional involvement. Balancing these numerous functions, professors model intellectual inquiry for students and bring the best of their disciplines to the curriculum.

Meredith faculty participate in the leadership of the college, serving on committees, writing grants, and helping to envision and plan for growth and change. They serve the Triangle area community through a range of volunteer efforts.

In fall 2005, the College employed 128 full-time and 122 part-time faculty. Eighty-nine percent of full-time faculty have earned the doctorate or other terminal degree at 75 or more graduate institutions in the United States and abroad. Faculty members have received grants and awards from such institutions as the Guggenheim Foundation, Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

The Meredith Campus and Community

Every student who enters Meredith brings a unique combination of goals, expectations, concerns, cultural perspectives, and individual talents. A committed staff of Student Life professionals works in support of the college mission to help students seek new levels of self-understanding and achievement. A wide range of extracurricular activities and programs provide opportunity for creative expression, religious and spiritual reflection, service, leadership, friendship, and the sharing of specialized interests. Faculty advise and support student organizations and share in college traditions, both old and new.

The Meredith campus serves as residence for about 92 percent of entering freshmen and approximately 46 – 50 percent of all undergraduate degree-seeking students. The 225-acre campus, located at the edge of Raleigh and a short drive from Research Triangle Park, has been developed to sustain its natural beauty and a sense of safe, peaceful living. Within reach are rich cultural experiences, including drama, music and the visual arts, and ever-expanding opportunities for internships and field placements in state government, education, business, technology, human services, and the sciences.

Meredith facilities, including a 600-seat auditorium, a 1200-seat amphiteater overlooking the lake, and flexible meeting space with dining services, are available for use by off-campus groups.

Diversity and Openness: Meredith's Nondiscrimination Policies

In all of its interactions and endeavors, the Meredith College community not only respects the diversity of its members but also welcomes students and employees of any age, race, creed, national or ethnic origin, and sexual orientation. (Diversity is essential to the education of women who will manage, lead and creatively shape the professions they enter.) The college does not discriminate on the basis of age, race, creed, national or ethnic origin or sexual orientation in administration of its educational policies, admissions policies, scholarship and loan programs, or athletic and other school-administered programs.

College policies and administrative practices also accommodate the needs of students with disabilities. The college does not discriminate in admission or access to its programs and activities on the basis of disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Inquiries may be directed to Disabilities Services in the Counseling Center in Carroll Hall, 760-8427 or **DisabilityServices@meredith.edu/** or the Americans with Disabilities Act Coordinator, the dean of students, in the student development office in the Park Center, 760-8521.

Accreditation

Meredith College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; telephone (404) 679-4501) to award graduate and undergraduate degrees.

The college also maintains the following specialized accreditations:

○ National Association of Schools of Music
○ Council on Social Work Education
○ Council for Interior Design Accreditation
○ National Council for Accreditation of Teacher Education (NCATE)
○ North Carolina Department of Public Instruction
○ Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association

The Didactic Program in Dietetics and the postbaccalaureate Dietetic Internships Program are accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (Jackson Blvd., Chicago, IL 60606-6995, telephone (312) 399-4876). The college is a member of the American Association of Colleges, the American and North Carolina Association of Colleges for Teacher Education, and the National Collegiate Athletic Association. Graduates of Meredith are eligible for membership in the American Association of University Women (AAUW).

Outcomes and Recognition: Consumer Information

Various surveys and studies confirm that Meredith students and alumnae typically have satisfying experiences, that they would make the same choice again, and that they would recommend the college to potential students. Retention and graduation rates are well above national averages. Approximately 77 percent of entering freshmen return for their sophomore year. An average of 68 percent of full-time first-time students are graduated from the college within six years, with 57 percent completing within four years. And the results on the National Survey of Student Engagement show that Meredith students rate Meredith more highly than the national means on five areas of effective educational practice: level of academic challenge, active and collaborative learning, faculty-student interactions, enriching educational experiences, and supportive campus environment.

Meredith's educational program has consistently been recognized by *U.S.News & World Report. U.S.News* ranked Meredith fifteenth among the best master's universities in the South in its 2006 edition of *America's Best Colleges.* Meredith was also named as a "Great School at a Great Price" and cited for having the 3rd highest graduation rate in the Southern region.

Meredith is happy to provide students with information about graduation and persistence statistics, financial assistance programs and policies, and campus safety and security reports. Information may be requested from the Office of Admissions.

Graduate Programs

Graduate Programs

The John E. Weems Graduate School of Meredith College offers four master's degree programs:

○ Master of Business Administration (M.B.A.)
○ Master of Education with a concentration in Elementary Education (M.Ed.), or with licensure options in Reading (K–12) and English as a Second Language (K–12)
○ Master of Music (M.M.) in Performance and Pedagogy
○ Master of Science (M.S.) in Nutrition

Also, offered through The John E. Weems Graduate School is a post-baccalaureate Dietetic Internship. The Dietetic Internship is accredited by the Commission on Accreditation for Dietetic Education of the American Dietetic Association.

For a full description of these programs and their requirements, please contact the Graduate Studies office at (919) 760-8423 or email graduate@meredith.edu or visit our web site at **www.meredith.edu/graduate**.

Professional Studies and Community Outreach

Meredith takes a leadership position in offering lifelong learning opportunities to the Raleigh community and surrounding areas. The Professional Studies and Community Outreach Programs respond to the needs and interests of professionals and informal learners with noncredit courses and programs for children and youth. A post-baccalaureate paralegal program, approved by the American Bar Association, is also offered.

Admission

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each applicant is evaluated carefully on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, sexual orientation, national or ethnic origin, age, or disability.

Meredith College admits students as candidates for the degrees of Bachelor of Arts, Bachelor of Music, Bachelor of Science, or Bachelor of Social Work. Students are admitted as entering freshmen, as transfer students from other colleges, as students seeking a second baccalaureate degree, or as re-admitted candidates. The College also welcomes non-degree seeking students to its credit classes *(see pages 16 –17)*. Students are accepted for entrance to the fall and spring semesters, which begin in August and January.

The College welcomes both traditional-age students and adult women who wish to continue their education. Traditional-age students apply as on-campus residents or as commuting students if they meet the criteria for off-campus status *(page 31)*. The College also enrolls adult women who enter through the 23+ Program admission option as commuting students, and by exception, on campus.

Recognizing the stimulating environment produced by a diverse student body, Meredith actively seeks to enroll qualified students of varying backgrounds, interests, and talents. While a majority of enrolled students come from North Carolina and other Southern states, students from across the country and beyond are sought. Students from minority groups, from all economic levels, from public and private schools, from other countries, and from any religious background are encouraged to apply. Admission decisions are made without regard to financial need factors. *A student interested in applying to Meredith but hesitant because of financial need is encouraged to read the catalogue section on financial assistance beginning on page 20 and contact the Office of Financial Assistance at (919) 760-8565.*

Admissions Options

Meredith College provides two undergraduate admission programs: Traditional Admission and 23+ Program Admission. All students under the age of 23 and all international students who require a student visa must apply for Traditional Admission whether applying as a freshman, transfer or re-admission candidate. All students applying to pursue a second baccalaureate degree, and any re-admission candidate who is 23 or older and whose admission had been confirmed when she left the College, are advised to apply through the Traditional Admission program as well.

Women who are 23 or older have the option of applying for 23+ Program Admission *(page 14)* or through the Traditional Admissions route. Women who have been out of college for some time, or who are enrolling in college for the first time, are advised to apply for 23+ Program Admission. Graduate admissions are processed in the John E. Weems Graduate School.

Traditional Admission: Freshmen

The following items are required of students seeking traditional admission:

○ Meredith College application (available in the Office of Admissions or online at **www.meredith.edu/admissions/**)
○ A non-refundable application fee of $40* or alumna waiver form
○ Secondary school records
○ Test scores
○ Recommendations
○ Health Report (required of students accepted for admission).

Each item is described in detail below.
*A student for whom the $40 processing fee is a severe financial hardship is encouraged to contact the Office of Admissions for information about obtaining an application fee waiver.

Secondary-School Record

The most important admissions credential is the student's high school record, which should reflect all courses attempted, academic performance, and class standing. An official high school transcript, including a listing of senior-year courses, should be submitted by a school official at the time of application.

To prepare for the liberal arts program at Meredith College, a prospective student should take a strong academic course program throughout high school, including the senior year. An applicant is expected to present at least 16 units of secondary school credit earned in grades 9 through 12, taken in English, foreign language, mathematics, natural sciences, history, and social studies. Her program should include the following units:

Suggested Academic Course Program	
English	4
Foreign Language	2
Mathematics *(Algebra I, Algebra II, and Geometry or a higher level course for which Algebra II is a pre-requisite)*	3
Science	3
History/Social Studies	3
Electives *(chosen from academic subjects listed above)*	1

Careful attention is given to the applicant's grade average in the academic subjects. Generally, a student is expected to present a challenging academic program, including honors, advanced placement and/or international baccalaureate level work. Using an unweighted grading scale, Meredith expects the candidate to have at least an overall C average in English, foreign language, mathematics, history, social studies, and natural sciences.

The applicant's rank in class is an indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class 50 – 55 percent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student whose overall performance level shows promise of academic success. Attention is paid to the competitive nature of the high school attended.

Admissions decisions are normally made during the applicant's senior year, with acceptance contingent upon continuing satisfactory academic performance and successful completion of the student's course of study.

Standardized Tests

When reviewed in relation to the high school record and other information, standardized test scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the college. These scores are considered in relation to other measures of academic success demonstrated at the high school level. In recent classes, the middle fifty percent of enrolling students have scored between 950 and 1120 combined on the verbal and math sections of the Scholastic Assessment Test.

Each freshman applicant is expected to take the SAT-I Reasoning Tests of The College Board and to have an official copy of her score report sent to Meredith College. This test should be taken after January of the junior year and before December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Board website, **www.collegeboard.com/**. While SAT-I scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT-I scores. If a student chooses to take the ACT, she must complete the version with the writing sample.

ESL STUDENTS

In the case of a student for whom English is a second language, scores on the Test of English as a Foreign Language (TOEFL) or some other measure of competency may be requested in addition to or in lieu of SAT-I scores. (International students, especially those who will be traveling on a student visa, should see page 25 for testing expectations.)

Official SAT-I or TOEFL scores may be reported to Meredith with the code number **5410**; for ACT score requests, the code number is **3126**.

Recommendations

Recommendations often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide recommendations from a school official. In some cases the admissions staff will ask for additional teacher references in specified subject areas in order to obtain further information about an applicant's scholastic abilities. The Office of Admissions provides recommendation forms. These recommendations are used for admissions decisions only; they do not become part of an enrolled student's file.

Health Record

For the benefit of the individual and the college community, a completed health report is required of each student under the age of 23 prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is contingent upon the receipt of the completed health report. For students 23 years of age or older, immunization records must be complete and current prior to matriculation.

Students with Disabilities

A student with a disability will not be denied admission on the basis of that disability; like all students she will be admitted based on her academic preparation. (This is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended, and the regulations issued pursuant thereunto.) After the offer of acceptance, any applicant needing special accommodations is encouraged to inform the College of her disability by submitting the Voluntary Disclosure Form. Students who want to arrange for accommodations by the College will be required to submit appropriate documentation of the disability and complete the certification process through Disability Services.

Admissions Interview

Although an admissions conference is generally not required, many prospective students find meeting with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or selected Saturday mornings by writing, telephoning or e-mailing the Office of Admissions. (**admissions@meredith.edu**)

In some cases, the admissions staff, as a means of better determining an applicant's readiness for the curriculum at Meredith or for advisory purposes, may request a conference and/or writing sample of an applicant.

Musical Auditions

A prospective music major must schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Any student planning to apply for a competitive music scholarship should audition prior to February 1 of her senior year (*page 101*).

Honors and Teaching Fellows Admission

Students are admitted to the Honors Program at Meredith by invitation of the Honors Director. Teaching Fellows are selected through a statewide competition coordinated by the North Carolina Teaching Fellows Commission (*please check with your high school for details*).

Credentials for Home-Schooled Students

Because the academic experiences of home-schooled students are varied, the credentials used in the evaluation of an application are established on an individual basis. The applicant is expected to meet the same high school unit requirements as a public- or private-schooled candidate and to present any information available that will assist in determining the content of her course of study. *(See page 10 for the list of high school unit requirements.)* She must submit an official transcript from each traditional high school attended (if any) and official copies of transcripts from the home school that were filed with the state (or any home-schooling association) that include courses taken, grades obtained, and standardized test results. A GED certificate is required unless high school graduation has been recognized by the state in which the home-school diploma was issued.

The home-schooled student may be required to submit scores on the Scholastic Assessment Tests: SAT I (Reasoning Test) and on three SAT II Subject Tests. The SAT II exams should include English, mathematics, and one of her choice (foreign language recommended).

Two recommendations are required from references who are not related to the applicant. The home-schooled student must provide a statement/essay with her application and will be required to have an interview with an admissions officer.

Application Deadline

Applications are received for consideration as long as space in the entering class allows. Although in most years the college is able to consider some students who apply after this date, February 15 is the recommended deadline for filing an application as an on-campus student. Applications from commuting students usually can be accommodated into the summer months.

The Acceptance Process

Traditional freshmen applicants may elect one of three evaluation options for their applications: Early Admission, Early Decision, and Rolling Admission.

EARLY ADMISSION

Meredith will consider for admission students who wish to accelerate their studies by entering college after the junior year of high school. Such students should have taken a strong academic program in grades nine through eleven and should show through classroom performance and standardized test results superior academic ability. Strong consideration is given to the student's maturity as well as her academic preparedness.

The college requires that an accelerating student take all courses usually expected of entering freshmen, including a fourth unit in English. If this course is not completed during the junior year, the accepted applicant will be required to complete English IV or a comparable course during the summer prior to enrolling.

An interview with an admissions counselor is strongly recommended and may be required. An admissions decision is made only after mid-year grades for the student's junior year are on file.

EARLY DECISION PLAN

The Early Decision Plan is designed for the student who definitely desires to attend Meredith College. Such a student must file her application by October 15 of her senior year along with a statement indicating that Meredith is her first college choice and that she plans to enroll at Meredith if offered early decision admission. She should take the SAT-I (or ACT) prior to her senior year. The college acts upon early decision applications by November 1 and notifies each candidate immediately of the decision.

The candidate who applies for an early decision on financial assistance by November 1 can expect notification by November 15. *(Application process is described on page 10.)* Students accepted under the Early Decision Plan are required to make a $100 deposit by December 1. This non-refundable payment applies toward freshman-year charges. The early decision candidate agrees that, upon acceptance of the early decision offer, she will withdraw all other pending applications and refrain from filing applications for admission to other institutions.

Early decision acceptance is based on clearly meeting admissions criteria. If additional information, such as first-term grades or senior-year SAT-I or ACT scores, is needed to make a decision, a student may be notified that action on her application has been deferred.

Such a student is guaranteed unbiased consideration under the rolling admission program *(below)*. The early decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

ROLLING ADMISSION PLAN

The Rolling Admission Plan is designed for the prospective freshman who wishes to apply to more than one college and to have her application reviewed by Meredith as quickly as possible after it has been received. Such a student is encouraged to submit her application and supporting credentials in the fall of her senior year. The college acts upon applications as soon as all necessary credentials are received and notifies students promptly of its decisions.

Candidates' Reply Date

Meredith College subscribes to the Candidates' Reply Date which means a student accepted under the rolling decision plan is expected to make a $100 deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a $100 deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward charges for the spring semester.

Traditional Admission: Transfer

Meredith admits qualified applicants who transfer from other colleges or universities. Students with any college credits attempted (except those taken during high school) who are under the age of 23 or international students of any age who will need a student visa, must apply through the Traditional Admissions program as a transfer student.

Relevant information regarding transfer of credit and Meredith credit regulations is available as follows: transfer of credit *(page 37)*; transfer grade point average *(page 37)*; and residence credit requirements *(page 42)*.

Students are admitted at all class levels, but at least 31 semester hours of residence credit must be completed at Meredith College as a requirement for graduation.

A woman who is 23 or older who has college credit over five years old, may apply through 23+ Program Admission (page 14). While this route is beneficial to many women, it is particularly appropriate for a student who has been out of college for some time or for one who is uncertain about her field of study or about her preparation for Meredith's program.

Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students and are advised to apply through the Traditional Admission program. *(Credit requirements for a second degree program are given on page 34.)*

Requirements

To be admitted for advanced standing at Meredith, the Traditional Admission transfer student is expected to

○ have 30 or more hours of college coursework with at least 18 hours that meet General Education requirements (page 57)

○ have a C or higher in College Algebra, or have completed Algebra I, II and Geometry in high school

○ have at least an overall C average on all courses attempted at post secondary institutions;

○ be eligible to return to the last institution regularly attended

○ be recommended by college officials.

An applicant having fewer than 30 semester hours of transferable college credit at the time of application must also meet freshman admission requirements, including submitting scores on the Scholastic Assessment Test (SAT) or the American College Test (ACT). In some instances, a student having 30 or more semester hours of college credit may be expected to meet freshman admission requirements through evidence of her secondary-school course background and/or satisfactory scores on standardized tests of academic achievement if she has fewer than 18 hours that meet general education requirements at Meredith. Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining an applicant's readiness for the curriculum at Meredith or for advising purposes, may request a conference with her.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Satisfactory completion is defined as a C average or higher on all courses attempted at postsecondary institutions. Admission is always contingent upon receipt of a complete medical report *(page 11)*.

Procedures

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admissions or the Meredith web site, **www.meredith.edu,** and the non-refundable $40 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space is available. Applications from commuting students usually can be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

An applicant for fall or spring is responsible for having an official transcript sent to Meredith from every college, university, or other post-secondary educational institution attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. In addition, she should have an official copy of her high school transcript (or her GED certificate) sent to the Office of Admissions. She is also expected to be recommended by her previous dean of students (or similar official) and a college professor. The Office of Admissions provides recommendation forms for this purpose. Recommendations are not part of the ongoing file of an enrolled student.

Fall transfer application evaluation begins in January after all required credentials, including first-semester grades (if currently enrolled), are received. Decisions are made on a rolling basis. An accepted student for fall must pay a $100 non-refundable advance deposit by May 1 or within 10 days after the date of acceptance. Spring transfer evaluation begins in November if all required credentials are on file. Decisions continue on a rolling system of admission. If accepted for the spring term, a student must pay a $100 advance deposit by December 1 or within 10 days after the date of acceptance — whichever date is later.

Requirements and Procedures for Students from Technical, Business, Bible, and Nursing Schools

In addition to the requirements and procedures for transfer student applications provided above, a student from a technical, business, Bible, or nursing school must arrange for her secondary institution to provide an official transcript of her high school records and scores on all standardized tests of scholastic aptitude. She should also request the technical, business, Bible, or nursing school to send a report of her scores on any standardized tests taken while enrolled at that institution. Evaluation of credentials for these applicants will take into account the course of study and the type of institution attended.

23+ Program Admission

A woman who is 23 years of age or older, is a high school graduate or has earned a GED, and is interested in completing a Meredith College degree may enroll as a student without fulfilling regular Meredith admissions requirements. She may be beginning college for the first time, transferring in credits, or seeking readmission to Meredith.

Requirements for Acceptance:

To be accepted for the 23+ Undergraduate degree program at Meredith, the 23+ applicant must:

- ○ be over the age of 23 as of the first class day of the term in which she wishes to enroll;
- ○ have graduated from high school or have earned a General Equivalency Diploma (GED) and
- ○ have passed a college transferable math class at an accredited institution with at least a C, or
- ○ have passed high school algebra 1 or its equivalent with at least a C

Students without the required algebra must take a comparable course at an accredited institution prior to full admittance in the 23+ program.

To apply for admission, the 23+ applicant submits the following to the Office of Admissions:

- ○ Meredith College application;
- ○ Non-Refundable $40 application fee or alumna waiver form;*
- ○ All transcripts, including high school and postsecondary; or GED if applicable; and
- ○ For non-native English speakers, Test of English as a Foreign Language (TOEFL) for advisory purposes.

She must also:

- ○ Attend a 23+ Information Session or a private conference with a 23+ Admissions Counselor.

The Office of the Registrar evaluates all academic records and provides a preliminary credit statement reflecting hours deemed transferable from other accredited post-secondary institutions, general education requirements met, and the transfer grade point average.

The applicant then meets with an academic advisor in the 23+ Undergraduate Degree Program, to discuss her credit evaluation, life circumstances and readiness for Meredith College. Together, they determine a program of study consisting of 3 to 15 semester credit hours and any math and English readiness courses she may need prior to enrolling in credit courses. They sign a program letter outlining the conditions to be met prior to full admittance to Meredith College.

Upon receipt of the signed program letter, the Office of Admissions accepts the applicant into Meredith College as a 23+ student. A student accepted for fall must pay a $100 non-refundable deposit by August 1 or within 10 days after her date of acceptance, whichever date is later. If accepted for the spring term, a student must pay a $100 advance deposit by December 1 or within 10 days after the date of acceptance, whichever date is later. This deposit will apply toward her expenses for the term. Prior to registration a student must submit the required health information to the Health Center.

Prior to acceptance or thereafter, a student may discover that she will be unable to attend that particular semester. If she wishes to attend the following semester, she must inform Admissions and the 23+ Office that she wishes to defer her admission. She does not need to pay any additional application fees. The $100 nonrefundable deposit is held for the subsequent semester only (excluding summer). She may exercise this option only once. She must reapply if she does not enroll in courses the following semester.

Every 23+ student completes at least one semester in 23+ status with a course program of as many as 15 specified semester credit hours. Of immediate concern are the English and mathematics components of the general education requirements. If the student has not transferred the equivalent of ENG111 or ENG112, she must take ENG111. If she does not present an adequate background in mathematics, she is required to take a non-credit course covering high school through intermediate algebra (Algebra II) during her first year at Meredith.

The 23+ student must earn an overall grade point average of 2.00 on all courses taken while in the 23+ Program status. Once she has satisfactorily completed her program, including all math readiness and English composition courses, her admission as a degree student at the college is confirmed and her records are changed to reflect her status. She then will declare her major and begin to work with the academic advisor assigned to her by that department. All credits earned as a 23+ Program student are applicable to the degree requirements at Meredith.

A student is given an academic warning if she does not achieve the 2.0 grade point average after her first semester. If her grade point average is such that it would be mathematically impossible for her to successfully earn a 2.0 grade point average within the maximum of 15 hours allowed in the 23+ Program, the student will be dropped from the program whether or not she has completed 15 hours in the 23+ Program.

If a student is unsuccessful in the pre-arranged program, her admission is not confirmed and she must terminate her enrollment. After an absence of one semester, she may return under the conditions listed as a non-degree student and then, if successful, reapply as outlined under readmission. Students may appeal termination decisions through the Committee on Academic Appeals.

**A student for whom the $40 processing fee is a severe financial hardship is encouraged to contact the Office of Admissions for information about obtaining an application fee waiver.*

International Student Admission

Meredith welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. An international student who requires an F-1 (student) visa must apply through the Traditional Admission program regardless of her age. If an F-1 visa is not needed, an international student who is 23 or older may choose to apply through 23+ Program Admission *(page 14).*

Students needing an F-1 visa for fall semester must file a complete application by March 1. The deadline for F-1 students seeking entrance to the spring semester is August 1.

In filing an application for either Traditional Admission or 23+ Program admission, an international student must submit the following. The full Meredith College application includes:

- ○ an official transcript, marksheet, or academic record from each secondary school, college, or university attended;
- ○ an official copy of each diploma, degree, or educational certificate received;
- ○ an official score report of any national examination;
- ○ for non-native English speakers, scores on the Test of English as a Foreign Language (TOEFL); and
- ○ for those already in the United States, proof of current Visa status.

If the original transcripts are not in English, a certified translation into English is required. In addition, a course-by-course evaluation of the applicant's academic documents compiled by an independent academic credential evaluation provider will be requested for any post-secondary work or Commonwealth advanced level examinations taken outside of the United States. Meredith recommends World Education Services, Inc. (WES) for this service; other independent evaluators may be used with prior approval from Meredith. Applications for these evaluations can be obtained from the Meredith Office of Admissions, or from the WES website (**www.wes.org**). WES, like other evaluators, requires a fee from the applicant for processing applications.

When applying through the Traditional Admission program, the international student must also submit scores on the Test of English as a Foreign Language (TOEFL), except in cases where English is her native language or principal language of instruction. If applying for Traditional Admission, a native English speaker or one whose primary instruction has been in English should substitute the Scholastic Assessment Test (SAT-I) or American College Test (ACT) for the TOEFL. The tests (TOEFL, SAT-I, and/or ACT) should be taken within the 18 month period preceding the date the student wishes to enroll. When registering for these exams, the student should request that a score report be sent directly to Meredith College.

If applying through the 23+ Program Admission option, an international student whose primary language of instruction has not been English may be required to submit scores on the TOEFL. A 23+ Program applicant whose native language is English will not be required to submit TOEFL, SAT-I or ACT scores.

An international student judged academically admissible will be required to show proof of financial responsibility for her education and to submit a completed health form and the $100 deposit. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued. An international student at Meredith is required to purchase and maintain a minimum standard of health insurance as defined by the United States Information Agency (U.S.I.A.). The policy must be with a company that has a claims office in the United States.

When planning for study at Meredith, an applicant should be aware that financial aid resources for international students are limited to institutional money. A student and her family, however, should expect to be primarily responsible for her expenses.

Re-Admission of Former Students

A degree-seeking student who was previously enrolled at Meredith but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission to the College. Exceptions are students on a valid leave of absence and those visiting another institution with the approval of Meredith College.

A student who was initially accepted for 23+ Program Admission and who was still in 23+ Program status when she withdrew from the College (i.e., she had not been admitted as a degree student) applies for re-admission as a 23+ student. Such a student will be considered for re-admission only if she has earned fewer than 15 credits within the 23+ program and a total of fewer than 30 credits when including all non-degree and 23+ credits. Re-admission is not guaranteed, and such students will be required to follow a contract outlining specific and unique conditions designed to help them be successful.

All students applying for readmission must file an application for re-admission and must include a $25.00 non-refundable application fee in the Office of Admissions. If the student has been enrolled at other colleges or universities since her withdrawal, she must request an official transcript and a statement of honorable dismissal from each institution. Other credentials necessary to support her application are obtained by the Office of Admissions and include recommendations from references listed on the application, as well as the student's previous academic and personal records at Meredith. If the student has not attended other colleges or universities during her absence she needs to include an explanation of her activities during her time away from Meredith. If adequate health information is not on file at the college, the student accepted for re-admission will be required to submit the necessary medical records.

A student who was on academic probation for two concurrent semesters when she withdrew or was academically suspended from the college may have her application considered by the Board of

Review. Along with the above application information, she must submit a letter of intent, at least one recommendation from a professor or official at the last institution attended, and any other information demonstrating that she should be readmitted. The Board of Review bases its decision on these materials. The application must be sent in for consideration at least three weeks prior to the start of classes in the term for which the student seeks readmission.

A student who is re-admitted by the Board of Review will be placed on academic probation and will be informed of the specific criteria for maintenance of good standing. A student who has been academically suspended twice or has withdrawn twice after completing a semester on academic probation normally will not be re-admitted to the college.

Part-Time Students

A part-time student is one qualifying for a degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the regular entrance requirements and admission procedures outlined in this chapter.

Non-Degree Students

Non-degree students in the categories listed below may register at Meredith in credit courses without conforming to the usual admissions procedures. In most instances, non-degree students are registered on a part-time basis.

Visiting Students

A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

A student who is cross-registering for courses through the Cooperating Raleigh College consortium will begin the registration process in the registrar's office at the home institution and complete registration in the Office of the Registrar at Meredith according to schedules worked out between the institutions.

International Visitors

International students at institutions outside the United States with which Meredith has exchange programs may, with the authorization of the home institution and in accordance with Meredith policy, enroll at Meredith as visiting students. Such students will file a special application and the required academic records and financial statement through the Office of Admissions. When the student is cleared for exchange visitor status, the college will issue a Certificate of Eligibility (I-20) for the student to use in applying for a student visa. An international visitor will have a designated faculty advisor and will register along with transfer students.

Teacher Licensure Program Candidates

A college graduate wishing to pursue a teacher licensure program files an application and an official transcript with the School of Education. Once admitted to the program, the student receives from the Meredith School of Education guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith in order to complete the licensure program *(page 75).*

Teacher Licensure Renewal Students

A certified public school teacher who enters Meredith for credit to be applied toward renewal of licensure requirements may register for courses with credit. Evidence of licensure should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

Senior Scholars Program

High school senior women in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith. A student approved for participation in the Senior Scholars Program may attend classes for college credit in the summer prior to her senior year or in one or both semesters of her senior year. Application forms and procedures are available in the Office of Admissions.

Meredith Faculty, Staff, and Administration

Members of the Meredith College faculty, staff or administration may register for courses as non-degree students. They will complete a special registration form provided by the college and will register in the Office of the Registrar on the opening day of the term.

Post-Baccalaureate Students

A student who holds a baccalaureate degree and who is not interested in completing a second degree from Meredith may register for courses for credit as a non-degree student. This student registers in the Office of the Registrar on the opening day of the term.

A student who wishes to fulfill the requirements of a second major or minor (but not a full second-degree program) should contact the Office of Admissions for information about application procedures and advising possibilities. A conference in the department of choice must be arranged by the end of the drop-add period and preferably prior to the first day of class. When the application and advising processes are completed before the end of the pre-registration period, a student seeking a second major or minor will be allowed to pre-register for classes. Information about admission requirements for second degree students is on page 13 and academic requirements are on page 34.

Other Non-Degree Students

A student who does not hold a baccalaureate degree and who does not expect to complete a degree program at Meredith may register for courses for credit as a non-degree student. She must have a high school diploma or a GED and must have completed that program of study at least one calendar year prior to registering at Meredith.

A former 23+ student who has not been enrolled for a least one semester and who was not admitted to the degree program during her first 15 hours at Meredith may also register as a non-degree student. She may take a maximum of 15 additional semester hours of restricted credit, and her program of study must be approved by the 23+ Office. As a non-degree and/or 23+ student, she may earn up to 30 semester hours, with all courses completed, including repeated courses, counting toward this number.

To be eligible for admission, she must adhere to this plan.

All non-degree students may take a maximum of 11 semester hours in any one semester and a cumulative total of 30 semester hours, unless a different load has been approved by the Vice President for Academic Affairs. Non-degree students are not eligible for financial aid.

Students pursing this option register in the Office of the Registrar on the opening day of classes.

A non-degree student who thinks she may eventually wish to seek a degree candidacy at Meredith should consult with the Office of Admissions for information about admission requirements and procedures. The completion of classes at the college does not, by itself, assure admission.

Summer Session

Students accepted for admission to the fall term as well as those previously enrolled at Meredith under any of the conditions listed above may attend summer courses, which run in three and six-week sessions between mid-May and early August. Women from other colleges and universities are also welcome. Completing summer courses can help a student complete her degree in less than four years. The Office of the Registrar makes available schedules and registration materials for the summer session.

Condition of Admission

Every person admitted to the college as a student agrees to the following condition of admission: Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by the college as undesirable or unacceptable.

Advanced Standing Credit

Evaluation of Credit

A student approved for admission with advanced standing receives from the Office of the Registrar a credit evaluation reflecting credits transferred, and general education requirements met. In computing the overall transfer grade average, Meredith uses a 4.0 quality point average: A=4.0, B=3.0, C=2.0, and D=1.0. Other units of credit are converted to semester hours. Orientation, cultural activity, developmental (remedial), and physical education activity courses are not calculated in the transfer grade point average.

Advanced Placement and Credit

Admitted students who have completed the equivalent of college-level study through high school courses, independent study, or any other means may seek advanced placement and credit at Meredith. Competency in a subject area can be established through satisfactory performance on one of the following tests:

- ○ A special departmental examination administered at Meredith
- ○ Advanced Placement Examination of The College Board
- ○ General examination or a subject examination of the College-Level Examination Program of The College Board
- ○ An International Baccalaureate examination

Credits awarded for advanced placement credit are detailed on pages 38–40.

Credit for Extra Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education are used by the Office of the Registrar and the appropriate department head to decide upon credit given. In some instances, departmental examinations are used to determine credit. A maximum of 15 credit hours may be awarded for extra-institutional instruction.

Finances

Meredith College is committed to offering the highest quality education available today for the most reasonable cost. Financial support from various sources supplements tuition and allows the college to enrich academic and co-curricular programs. A Meredith College education is a value today and an investment for the future.

This section details the tuition and fees charged by the college and its various programs and services. The college reserves the right to change tuition and fees at the beginning of each semester if conditions make such adjustments necessary. Students will receive advance notice of any changes. Financial aid is available to students whose needs qualify them for assistance.

Residence Hall Services

The charges to resident students for room and board cover rent for a shared room in a residence hall, the cost of three full meals a day for seven days a week in the dining hall, and routine services from the student health center.

Each residence hall room is equipped with a telephone jack. There is no installation charge or additional charge for local telephone service. Long distance service is billed monthly.

Also, each residence hall room is wired for cable television. In addition to providing capabilities for standard residential programming, the system is designed to distribute locally produced Meredith programs on three channels. Each residence hall room is also wired for access to e-mail, the Internet and Meredith's campus-wide network.

Tuition and Fees

Full-time students include all students taking 12 or more credit hours. Part-time students are students taking fewer than 12 hours. Their tuition charges are determined by their course loads. A student activities fee will be charged to all full- and part-time undergraduate degree seeking students.

Resident Students		
(12-18 credit hours)	**Semester**	**Year**
Resident student tuition	$10,575	$21,150
Room, board,	$2,970	$5,940
Student activities fee	$25	$50
TOTAL	$13,570	$27,140
Hours in excess of 18	$555 per credit hour	
Commuting Students		
(12-18 credit hours)		
Commuting students tuition	$10,575	$21,150
Student activities fee	$25	$50
Part-Time Students		
(1–11 credit hours)		
Tuition (for credit or audit)	$555 per credit hour	
Student activities fee	$25 per semester	
Applied Music—per semester		
Full-time students		
1 half-hour lesson weekly	$150	
2 half-hour lessons weekly	$300	
Class lessons in piano, voice, or guitar	$115	
Recital fee	$150	
Accompanist fee	$380	
Part-time students (for credit)		
Tuition of $555 per credit hour plus the following fees:		
1 half-hour lesson weekly	$150	
2 half-hour lessons weekly	$300	
Class lessons in piano, voice, or guitar	$115	
Recital fee	$150	
Accompanist fee	$380	
Art		
Studio fees vary up to $225 per course to cover expendable materials.		
Birth through Kindergarten		
BK 460	$125	
Child Development		
CD 345	$75	
CD 450	$150	
Education		
EDU 490 Student Teaching	$300	
Health and Physical Education		
Golf, bowling, scuba diving, life guarding, Water Safety Instruction, karate, ice skating, and first aid fees are set at the beginning of each semester.		

Social Work	
SWK 402-A, Field Experience	$300
SWK 402-B, Field Experience	$300

Auditing Courses	
Full-time students	no charge
Part-time — auditing	$555 per credit hour

Special Fees	
Application fee for new students	$35
Application fee for students seeking re-admission	$25
Graduation and lifetime transcript fee	*$75

Breakage fee

Students will be billed for unjustifiable damage to college property.

Health services

Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the student health center. Service is available to non-resident students for $100.00 per semester.

**Maximum 10 transcripts per order, $5.00 charge per transcript over 10.*

Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students. Books, gym clothes, and other instructional expenses are not included in the above charges.

Terms of Payment

Payment Schedule

Advance payment for all entering students	$100

Students who are accepted on the Early Decision Plan must make payment on or before December 1. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable $35 fee which must accompany the application of each new student.

New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.

Advance payment for returning resident students	$150

All returning resident students must make this non-refundable deposit during the housing sign-up in the spring semester. The fee will be credited to the returning student's account.

Payments for tuition, room, and board are due in full on August 1 for the fall semester and on December 15 for the spring semester. Payments not received by the due date will result in the cancellation of preregistered classes. Bills will be mailed to the student at her permanent home address approximately two weeks prior to each payment due date. Approved financial aid may be used to offset each of these payments.

Supplementary charges such as course fees, additional hours, and private rooms will be billed and are due on October 31 for the fall semester and on March 31 for the spring semester. Parking fines and other past due charges from the Library are charged to student accounts and are due when incurred. A student may not preregister for a future semester unless her account is paid in full.

Payment Plan Options

Meredith offers three alternate payment plans:

OPTION 1: A student may elect to pay the semester's tuition, room, and board charges in full on the due date.

OPTION 2: A student may elect to pay one-half of the semester's tuition, room, and board charges on the due date and the remaining half at mid semester (October 31 for fall and March 31 for spring). There will be a $25 service charge each semester for this payment option. This option is elected on a semester by semester basis.

OPTION 3: A student may elect to spread her entire year's tuition, room, and board charges into ten (10) equal monthly payments beginning in July of each year. There is a $45 annual fee for this service, which is administered by College Foundation of North Carolina, P.O. Box 41980, Raleigh, NC, 27629-1980 (1-866-866-CFNC).

North Carolina Legislative Tuition Grants

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students working toward their first baccalaureate degree at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 2005–2006 was $1,800.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form available in the Office of Financial Assistance. She must be certified by the college as an eligible recipient according to the state guidelines.

Withdrawals/Leaves of Absence

If a student withdraws, is dismissed, or is granted a leave of absence from Meredith before the end of a semester, she is responsible for the following percentage of the full semester tuition:

Up to and including the 5th day of the semester	0%
6th through 10th day of the semester	20%
11th through 20th day of the semester	40%
After 20th day of the semester	100%

Any refund due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the dean of students or an official leave of absence notification from the registrar.

The same policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop or withdraw from courses.

Board will be credited on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No credit will be made for room charges.

If a student does not officially withdraw within 60 days of last class attendance, she forfeits her right to any adjustments to her charges. *See page 47 for how to effect an official withdrawal.*

Students who are receiving financial assistance from federal programs, are enrolled at Meredith for the first time, and who withdraw from Meredith, will have any refund determined according to federal policy. Eligibility for a refund may extend to 60 percent of the semester. Refunds calculated under federal guidelines will be repaid to the programs from which funds were received in the following order: FFELP loans, federal Perkins loan, federal Pell grant, federal SEOG grant, other title IV assistance, other federal sources of aid, other state, private, or institutional aid, the student.

Other students receiving financial assistance and who withdraw from the College will have their refund calculated as shown in paragraph one under Withdrawals. The funds will be prorated according to their sources (State, Institutional, Student) and repaid to the funds in the sequence shown in the previous paragraph.

Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

Contractual Agreement

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. No College administrator can modify these regulations without specific authorization from the Meredith Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

Financial Assistance

Meredith offers a student assistance program designed to help meet the financial need of each student. Students enrolled in degree (undergraduate and graduate or certification) programs are eligible to apply for financial assistance. This includes freshman and transfer applicants, on-campus and commuting students. Although the student or her family is expected to pay for educational expenses as completely as possible, it is the mission of Meredith that no student will be denied the opportunity to attend the College because of financial need.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, age, or disability. An international applicant should consult page 15 for assistance available to students from other countries.

Principles and Procedures

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Free Application for Federal Student Aid (FAFSA).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated $1,650 for miscellaneous personal expenses, including transportation. The educational cost used by the Office of Financial Assistance in its calculation of need for an on-campus student for 2006–2007 is $29,540. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated $6,000 for food and miscellaneous personal expenses, including local transportation. The total cost used by the Office of Financial Assistance in its calculation of need for a full-time, dependent commuting student for 2006–2007 is $27,200.

The average expenditure for books is calculated at approximately $750 per year and is included in our estimate of annual expenses students will incur at Meredith. Students are responsible for buying their own books and may purchase books and supplies from the campus bookstore, which is provided as a convenience for the students. While students are not required to purchase their books from the college bookstore and may obtain their books from an independent dealer, the bookstore is fully stocked to accommodate the needs of Meredith students.

The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by contacting the Office of Financial Assistance at (919) 760-8565 or on the web at **www.meredith.edu/finaid**.

Application Procedures

All new students to Meredith College who wish to apply for any kind of financial assistance should complete the Free Application for Federal Student Aid (FAFSA) between January 1 and February 15. Those applications received after February 15 will be considered as funds are available. The FAFSA may be completed on-line at **www.fafsa.ed.gov**, or can be obtained from any high school guidance counselor or from a college financial aid officer and mailed using the envelope that is provided in the FAFSA booklet. Indicate Meredith College as an institution to receive your data by using our code number **002945**.

A freshman candidate who is applying for admission under the Early Decision Plan and who would like an early decision aid estimate on financial assistance should file her Early Decision Financial Assistance Application by November 1 of her senior year. She will need to request the Meredith College Early Decision

Assistance Application from the Office of Financial Assistance or the Office of Admission. If this form is received on time, she will receive her estimated eligibility for financial assistance beginning November 15. Should she later be named a recipient of one of the competitive scholarships, her award will be revised to reflect this component. Please note that an early decision student who received need-based financial assistance will be required to file a FAFSA by February 15.

Returning Students

The FAFSA must be filed each year a student wishes to receive financial assistance; the form should be completed on-line at www.fafsa.ed.gov or mailed between January 1 and March 15 for priority consideration. Students who file the FAFSA after the priority date will be considered as funds allow.

The Award

The Office of Financial Assistance evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, grants, loans and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

Notification of Awards

All entering students who apply for financial assistance by the priority deadline, including applicants for competitive scholarships, will be informed of the College's decision in March. Students accepted for admission under the Early Decision Plan will be informed of tentative assistance awards by November 15. Returning students can expect notification concerning awards after June 1.

Payment of Award

Scholarships and grants administered by the College will be credited to the student's account on a semester basis. Scholarships received from outside sources will be applied to the student's account as funds are received.

If a student chooses to apply for a Federal Stafford Loan, and/or a parent chooses to apply for a Federal PLUS Loan, a Notice of Loan Guarantee and Disclosure Statement is sent from the lender to the borrower specifying the actual loan amount and when the funds will be disbursed to the College. Since the College participates in an electronic fund transfer (EFT) with most lenders, loan proceeds are transferred without issuing individual checks to students. Proceeds are then credited to a student's account as students are cleared for release by the Office of Financial Assistance. Any assistance received which exceeds the amount due to Meredith for the semester will be given to the student within 10 days of the credit balance occurring. These funds may be used for expenses related to the student's enrollment, including living and personal expenses.

Students who have a Federal Work Study job on campus are paid on the 10th of each month for work performed during the preceding month.

Renewal of Assistance

Meredith College will continue to provide financial assistance to a student in future years if (1) the need for financial assistance continues, (2) the FAFSA is completed by the stated deadline, and (3) the student maintains satisfactory academic progress as shown in the next section. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

Financial Assistance Satisfactory Academic Progress

In order for a Meredith College student to retain eligibility for federal, state and institutional assistance, the student must meet the criteria listed below. If a student fails to meet both requirements at the end of an academic period (defined as one academic year, if the student attends both semesters), then the student is placed on financial assistance probation for the following semester. If the student does not meet both conditions at the end of the probationary period, she will no longer be eligible for financial assistance until she can again meet both requirements.

Undergraduate Degree Students:

Qualitative Requirement—Each student must maintain the following minimum Meredith QPR, based on credits attempted.

Total Attempted Hours	Minimum Meredith QPR
1–16	1.500
17–25	1.700
26–59	1.800
60–89	1.900
90 and above	2.000

Quantitative Requirement—Each student must also be making satisfactory progress toward the completion of a degree. Satisfactory progress toward graduation is measured in terms of total academic credits earned. During the academic period, a student must earn 75% of all credits attempted for which she received assistance. Undergraduate students may not receive financial assistance for more than 150% of the expected program length, or ten semesters for full-time students, whichever is less.

Graduate Degree Students:

Qualitative Requirement—Each student must meet the academic standards for enrollment in the school or program in order to continue to receive financial assistance as described in the Graduate Catalogue.

Quantitative Requirement—Graduate students may not receive financial assistance for more than 150% of the expected program length.

Students placed on financial assistance probation:

A student placed on financial assistance probation will receive a letter informing her or him of the probationary status and requesting that the student meet with a member of the Office of Financial Assistance staff. This letter will state that the student's progress will be reviewed after the next semester. If the student then meets SAP requirements, she/he will be removed from probation. If she/he does not meet/exceed the requirements, her/his financial assistance will be suspended until she/he meets the requirements to resume receiving assistance. There will be a chance for a student to appeal.

Appeal Process:

A student who is placed on financial assistance probation or had financial assistance suspended has a chance to submit an appeal of the decision. The student must submit a letter to the Director of Financial Assistance stating the reasons for reconsideration. This information will then be discussed by the Financial Assistance Appeals Committee which will make a final decision.

Students' Rights and Responsibilities

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in a student's current financial assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

A full-time student is responsible for advising the Office of Financial Assistance if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her financial assistance award notification. Other responsibilities of an assistance recipient include completing all forms and special applications requested by the Office of Financial Assistance; reporting to the Accounting Office on request to endorse vouchers and/or checks and, if applicable, signing a loan promissory note and having a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith or any other college. In order to be eligible for federal assistance programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status.

Types of Assistance

Competitive Scholarships

Recipients of the following competitive scholarships, as well as Honors Program participants and Teaching Fellows, are invited to take part in Focus on Excellence. This program provides exciting opportunities to enrich college life by attending a special series of cultural activities. The program of events, selected each year from a variety of on-campus and off-campus offerings, expands one's exposure to music, art, film, science and theatre. Participating in the series also fosters friendships among students who seek new ways to heighten their learning experiences.

Presidential Scholarships

Meredith College Presidential Scholarships are available each year for entering freshmen. The selection of recipients for this prestigious award will be based on merit, taking into account superior academic achievement, intellectual promise and leadership ability. The award is renewable for a total of four years subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.25 on all courses taken at Meredith. In addition, a recipient will have the opportunity to apply for an additional stipend to help cover the cost of a study abroad experience while she is a student at Meredith.

Recipients of the Meredith College Presidential Scholarships are not only encouraged to participate in the "Focus on Excellence" series but are also invited to join the President of the College for various special events and activities. Presidential Scholars are also encouraged to participate in community activities and organizations which strengthen the bond between Meredith and the community.

Meredith College Presidential Scholarships are funded by endowments. The initial Presidential Scholarships are funded by the Edla Adams Ogburn Scholarship Fund.

Meredith College Academic Awards

These awards recognize students having superior academic ability, achievement, and leadership potential. Meredith College Academic Awards are available each year for entering freshmen having superior credentials. The awards are renewable for a total of four years subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 2.5 on all courses taken at Meredith.

The Meredith College Academic Awards are partially made possible through the following endowment funds:

- ○ Craig-Davis Honors Scholarship;
- ○ Hesta Kitchin Crawford Honors Scholarship;
- ○ Jessie Ball Dupont Scholarship;
- ○ Durham Corporation Education Endowment Fund;
- ○ General Hugh B. Hester Honors Scholarship;
- ○ Paula Green Hester Honors Scholarship;
- ○ Cleo and Elwood Perry Honors Scholarship;
- ○ Vida Thompson Williams Scholarship;
- ○ Lola Marshburn Ledford Scholarship; and
- ○ Fred & Minnie Stone Scholarship.

Meredith Promise Scholarships

In recognition of academic ability, intellectual promise, and leadership skills, Meredith College has established the Meredith Promise Scholarship for students from underrepresented groups. The scholarship is determined without regard to financial need. It is renewable up to a total of four years, provided the recipient remains in good standing, is a full-time student, and maintains a 2.5 quality point ratio on all courses taken at Meredith.

Emerging Leaders Scholars

Meredith College offers the Emerging Leaders Scholarship Program to recognize students with outstanding leadership potential in academic and co-curricular areas. Evaluation is based on strong scholastic ability along with evidence of meaningful involvement in school activities and/or community service. The Emerging Leaders Scholarship can be renewed for up to a total of four years. Recipients agree to participate in a workshop at the beginning of the freshman year designed to introduce them to leadership development opportunities at Meredith. To have her scholarship renewed, a student must be in good standing, be full-time, and have a minimum quality point ratio of 2.5 on courses taken at Meredith.

Students interested in receiving scholarships should apply for admission to the College by January 15. Students applying for the Honors Program or talent scholarships in art, music or interior design must file a separate scholarship application by January 15 for full consideration.

Art Scholarships

○ Eleanor Layfield Davis Scholarship
○ Ruby C. and Ernest P. McSwain Scholarship
○ Lois Griswold Outland Scholarship

Each year freshman applicants are selected to receive the Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship on the basis of talent. These scholarships range from $300 to $2,000 per year.

To be considered for an art scholarship, a student must be accepted for freshman admission to the College. She must file the special Talent Scholarships Application with the Office of Admissions and arrange a preliminary portfolio review with the Department of Art by January 15.

On the basis of the portfolio reviews, the department selects finalists who will be invited to interview with the art faculty on the campus in February.

The Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship are renewable annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in art, and maintaining a minimum quality point ratio of 3.0 (B average) on all art courses taken at Meredith College.

Music Scholarships

Each year freshmen applicants are selected to receive The Robert H. Lewis Scholarship, The Mary Perry Beddingfield Scholarship and other Music Talent Scholarships according to the recipient's financial need. These scholarships range from $500 to $7500 per year.

To be considered for a music scholarship, a prospective freshman must file the special Talent Scholarships Application with the Office of Admissions by January 15. If she is applying for need based talent awards the student and her parents must also submit a FAFSA to the Office of Financial Assistance, by February 15.

A student must be accepted for admission to compete for a music scholarship. Selection of scholarship recipients is then based on musical talent, academic ability, previous performance, commitment to the field of music, and potential achievement in the field. On the basis of auditions in the fall or winter, finalists are chosen in early February by the Department of Music; the finalists are invited to the campus in late February for another audition and for interviews with the music faculty.

The Robert H. Lewis Scholarship, the Music Talent Scholarship and the Mary Perry Beddingfield Scholarship are renewed annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in music, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith.

Sandra Graham Shelton Scholarship in Interior Design

Meredith College each year awards entering freshmen Sandra Graham Shelton Scholarships in Interior Design. The scholarship recipients are determined on the basis of scholarship and potential for success in the field of interior design. The award for the Sandra Graham Shelton Scholarship is $1,250 per year. It is renewed annually, for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in interior design, and maintaining a minimum quality point ratio of 3.0 (B average) in all courses in the interior design program taken at Meredith.

To be considered for the Sandra Graham Shelton Scholarship, a student must be accepted for freshman admission to the College. She must file the separate Talent Scholarship application in the Office of Admissions by January 15. Finalists in the competition will be invited to the campus in February for interviews with and a review of samples of creative work by the faculty selection committee.

Thomas Meredith Baptist Heritage Scholarships

Meredith College has established the Thomas Meredith Baptist Heritage Scholarships to pay tribute to its rich Baptist history and to recognize outstanding students who are North Carolina Baptists. The scholarships are named for Thomas Meredith, founder and editor of The Biblical Recorder, who chaired the committee that recommended to North Carolina Baptists in 1835 that a college for women be established.

The Thomas Meredith Baptist Heritage Scholarships are awarded to incoming freshmen on the basis of academic excellence, outstanding service to church and/or community, and leadership ability. Applications are available from the Office of Admissions. A recipient must be a member of a North Carolina Baptist church and be recommended by a church official (director of the W.M.U. or other similar women's organization, pastor or youth minister). At least three scholarships valued at $1,500 per year are awarded annually. The scholarships are renewable for a total of four years, based upon the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 2.50 on all courses taken at Meredith. Recipients are designated as Thomas Meredith Scholars.

Transfer Scholarships

Each year Transfer Scholarships are available for junior or community college graduates who have superior academic credentials. Selection will be made on the basis of scholastic achievement, intellectual promise, and leadership ability. Recipients of these awards are designated as Meredith Scholars.

The Transfer Scholarship is awarded without regard to financial need. A Transfer Scholarship is renewable for the subsequent year (total of two years) subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum overall quality point ratio of 3.0 (B average) on all courses attempted at Meredith

North Carolina Teaching Fellows Awards

Winners in the prestigious North Carolina Teaching Fellows Program, a statewide competition for prospective teachers, may use the award at Meredith to prepare for a career in teaching. Meredith will coordinate additional scholarships and grants, including the NCLTG and any competitive scholarships, to match the stipend of $6,500 received from the State Teaching Fellows award. Additional assistance up to the full estimated cost of attending is available if the student has financial need.

In addition, Meredith Teaching Fellows have the opportunity to apply for an additional stipend to help cover the cost of her study abroad experience.

To apply for a Teaching Fellows Award, a "forgiveness loan" which is a scholarship if the recipient teaches in a North Carolina public school for each year she received the award, a North Carolina student must do the following:

1. By the stated deadline for the program, file the special Teaching Fellows Program application, which is available in the guidance office at the high school. If Meredith is the student's choice, it must be listed on the application.
2. Provide all information requested in the application instructions and participate in any required interviews. At both the local and regional levels, interviews with a screening committee will be part of the selection process.
3. File the FAFSA by February 15.

To use a Teaching Fellows Scholarship/Loan at Meredith, the student must apply and be accepted for admission to the College and be selected for participation in Meredith's Teaching Fellows Program. Teaching Fellows awards are renewable for each year, provided the student meets all Teaching Fellows Program requirements. These include maintaining a Meredith G.P.A. of 2.50 and an overall G.P.A. of 2.50, pursuing a program leading to teacher licensure, participating in required curricular and cocurricular activities, and completing a minimum of 15 semester hours of honors work.

General Grants and Scholarships

Meredith College Grants

Meredith provides grants for entering and continuing students based on financial need. Applicants must complete the FAFSA to be considered. The amount of the grant is determined by the level of financial need.

North Carolina Legislative Tuition Grant

The North Carolina Legislative Tuition Grant is available to all North Carolina residents who are attending Meredith College full-time. Students do not need to apply for financial assistance in order to qualify for this grant. These funds are appropriated by the North Carolina General Assembly. In 2005-2006, students received $1,800 ($900 per semester). Students need to complete a residency application each year. This form is available in the Office of Financial Assistance, or at www.meredith.edu/finaid.

North Carolina Contractual Scholarships

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the state. For a student to be eligible, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

Meredith College Endowed Scholarships

George I. Alden Trust Teaching Scholarship
James Larkin and Iona Mae Shugard Ballou Trust
Baptist Women Scholarship
Barham First Family Scholarship
Bank of America Teaching Scholarship
J.T.J. Battle Scholarship
Mary Perry Beddingfield Music Scholarship
Louise McComb Bennett Scholarship
Amorette Bryant Bolton Scholarship
Fred C. & Irene Rumer Bonhardt Scholarship
Annie & John Bostic Scholarship
Branch Bank Teaching Scholarship

Dorothy Ray Branham Scholarship
Charles E. Brewer Scholarship
Love Bell Brewer Scholarship
Margaret Highsmith Brown Music Scholarship
The Bryan Foundation Scholarship
The James E. and Mary Z. Bryan Scholarship Trust
Maude Bunn Scholarship
Ruth Deaton Burnett Scholarship
Susan L. and Susan E. Burnette Scholarship
Craven Allen & Jane Russell Burris Scholarship
Ernest F. Canaday Mathematics Scholarship
Mrs. Earl N. Carr Scholarship
Carroll Sisters First Family Scholarship
Virginia Murchison Carson Scholarship
Charlotte Wester Cate Scholarship
Dr. Z. M. Caveness Scholarship
Centura Banks Teaching Scholarship
Jackie R. Chamblee International Student Scholarship
Helen J. Clancy Memorial Scholarship
Sala M. Clark Scholarship
Class of 1932 Scholarship
Class of 1934 Scholarship
Class of 1936/Fisk-Rose Scholarship
Class of 1938 Scholarship
Class of 1939 Scholarship
Class of 1944 Scholarship
Class of 1945 Scholarship
Class of 1951 Scholarship
Class of 1952 Scholarship
Class of 1953 Heritage Scholarship
Class of 1957 Scholarship
Class of 1964 Scholarship
Class of 1967 Scholarship for International Studies
Class of 1968/Phyllis Edwards Scholarship
Class of 1972 Scholarship
Class of 1990 Scholarship
Class of 1995/Charles A. Davis Scholarship
Edwin S. and Goldie Coates Scholarship
Inabelle Coleman Scholarship
James L. "Hap" Collier Scholarship
Anne Reece Collins Scholarship
Mary Reid Bryan Cone Scholarship
Dr. Jim and Meg Conner Scholarship
Norma Baker Cook Art Scholarship
Dr. Harry E. Cooper Scholarship
Jean Batten Cooper Scholarship
Margaret Grayson Covington Scholarship
Frances Tatum & C. R. Council Scholarship
Beulah Rimmer Craig Scholarship
Craig-Davis Honors Scholarship
Hesta Kitchin Crawford Honors Scholarship
Barham & Bertha Langdon Creech Scholarship
Iris Culler Creech Scholarship
Nell Baker Creech & Hallie W. Baker Scholarship
Roger H. Crook Scholarship
Phyllis Cunningham Scholarship
Anne C. Dahle Scholarship
Katherine Gene Davenport Dapore Scholarship
Eleanor Layfield Davis Art Scholarship
Essie Dale Hunter Dickson Scholarship
Dickinson Scholarship Fund
Beatrice E. Donley Scholarship
Melody Jane Frazier Doster Scholarship
Elizabeth James Dotterer First Family Scholarship
Winnie Dratt 23+ Scholarship
Jesse Ball duPont Endowment Fund
Durham Corporation Education Endowment Fund
Lucille Lawrence Ellis Scholarship
English Leadership Fund
Myrtle Hart Farmer Scholarship
Betty Jo Farrington Scholarship
Farrior Sisters Scholarship
Elizabeth Kendrick Faucette Scholarship
Dr. James Grady Faulk First Family Scholarship
First Title Insurance Company Scholarship
First Union Teaching Fellow Scholarship
Charles Watson & Carolyn Scott Flynt Scholarship
Nancy C. Forbes Scholarship
Foreign Language Scholarship
Formy-Duvall Scholarship
Susan Creech Fowls '76 Music Scholarship
Jane Renn Frazier Scholarship
Claude F. Gaddy Scholarship
Nannie S. Gaddy Scholarship
The Minnie Murchison Gaston Scholarship Endowment
Patricia Howard Gay Scholarship for Chemistry
Katherine Papadakis Georgallis Memorial Scholarship
The Bryant Knowles Ginn Scholarship
Glaxo Wellcome Women in Science Scholarship
Barbara Lyons Goodmon Scholarship
The Goodnight Educational Foundation for Minority Scholarship
Goodwin Girls First Family Scholarship
Goodwin-Loftin First Family Scholarship
Wense & Marion Morris Grabarek Scholarship
Lillie Grandy Scholarships
J. Craig Greene Centennial Art Scholarship
Mae Grimmer Scholarship
Drs. Carolyn and Frank Grubbs Scholarship
Jean Hallman Guion Scholarship
Addie Jones Hall Scholarship
The Reverend Romulus Ferdinand & Bessie Stanton Hall Memorial Scholarship
Fuller B. Hamrick Scholarship
Pauline Olive Hamrick Scholarship
Laura Weatherspoon Harrill Scholarship
Ella Perry Harris Scholarship
Julia Hamlet Harris Scholarship
M. Elizabeth Harris Scholarship
Shearon Harris Scholarship
William Randolph Hearst Endowed Scholarship for Minority Scholars
E. Bruce Heilman Scholarship
Mattie Jenkins Henderson Scholarship

John T. and Rebecca H. Henley Scholarship
Ruth Hilliard Hensley Music Scholarship
General Hugh B. Hester Honors Scholarship
Paula Greene Hester Scholarship
Ella Greenwood Holcomb Scholarship
Ruth Tucker Holleman Scholarship
M. A. Horner Scholarship
Mabel Andrews House Scholarship
Jo Welch Hull Scholarship
Nannie Willis Hunter Scholarship
Catharine Margaret Inez Watkins Isaacs Memorial Scholarship
Catharine Margaret Inez Watkins Isaacs First Family Scholarship
Elbert C. and Gladys P. Jackson Family Scholarship
Catherine McCracken and J. Hayden James III Scholarship
The James Scholarship
Frances P. Jennings Scholarship
Guion Johnson Scholarship
Mary Lynch Johnson Scholarship
Moses S. Jones Scholarship
Dr. Alice B. Keith Scholarship
Katharine Kerr Kendall Scholarship
Ione K. & Thomas B. Knight First Family Scholarship
Ione K. Knight English Travel Award
Kay Lambeth Scholarship
Langley Family Scholarship
William W. Lawrence Scholarship
Ida Belle Ledbetter Scholarship
Lola Marshburn Ledford Scholarship
Carolyn Sperry Leith Scholarship
Rebecca Jean Morris Lewis Scholarship
Robert H. Lewis Scholarship
Margaret Hine Linville Scholarship
Mabel Claire Hoggard Maddrey Scholarship
Mangum Scholarship
Martin Family Scholarship
Gail Newton Martin Scholarship
LeRoy Martin Scholarship
Margaret Craig Martin and Zeno Martin Scholarship
Marie M. Mason Scholarship
Mr. and Mrs. W. H. Matthews Scholarship
Anna Elizabeth Liles Maynard Memorial Scholarship
Gwen & George McCotter First Family Scholarship
Wilma L. McCurdy Memorial Scholarship
Mona Blevins McGilvray Scholarship
Mary Mac Stroud McLean Scholarship
Margaret Mason McManus Scholarship
Deborah S. McNeill Scholarship
Ruby C. & Ernest P. McSwain Scholarship
Memorial Theatre Scholarship
Thomas Meredith Baptist Heritage Scholarship
Charles E. Merrill Scholarship
Everette Miller Teaching Scholarship
Charles S. Mitchell Scholarship
Mull-Jackson-Mellette First Family Scholarship
Jean Johnson Moore Scholarship
Rebecca J. Murray Teaching Scholarship
NationsBank Corporation Teaching Scholarship
Nationwide Insurance Foundation Scholarship
Nationwide Foundation for Minority Scholarship
The Neese Family Scholarship
New Bern First Baptist Church Scholarship
Jennie Reid Newby First Family Scholarship
Nancy Newlin Memorial Scholarship
Sarah Rigdell Nicholson Scholarship
Marguerite Warren Noel First Family Scholarship
North Carolina Baptist Foundation Scholarship
Mary Crawford Norwood Scholarship
Edla Adams Ogburn Scholarship
Dr. Murphy M. Osborne First Family Scholarship
Lois Griswold Outland Art Scholarship
Gladys Blaylock Page First Family Scholarship
Margaret Faucette Parker Music Scholarship
Margaret Weatherspoon Parker Scholarship
Parker-Freeman Scholarship
Elizabeth Fleischman Patrick Scholarship
Cleo & Elwood Perry Honors Scholarship
The Dorothy Singleton Perry Scholarship Endowment Fund
Perry-Harris English Scholarship
Larnette W. Phifer Scholarship
Carolyn Peacock Poole Scholarship
Virginia Branch Pope Scholarship
Ida Poteat Scholarship
Judge Edwin Preston & Dr. Dorothy Preston in Statistics at Meredith College Scholarship
Helen Price/Kappa Nu Sigma Scholarship
Dr. Carlton Sylvester Prickett Scholarship
Progress Energy Scholarship
Thomas P. Pruitt Scholarship
Marianne Nifong Raker Scholarship
Evelyn Hampton Rappaport Scholarship
Oliver Davis Revell Scholarship
Z. Smith Reynolds Foundation Scholarship
Virginia Lancaster Robertson First Family Scholarship
Virginia Lancaster Robertson Scholarship
Eleanor Rodwell Scholarship
Mark Rose Travel Scholarship
Norma V. Rose Memorial Scholarship
Ross Family Scholarship
Royster-Parker Scholarship
Ellen Amanda Rumley Memorial Scholarship
Alice Goodman Satisky and Daniel Satisky Scholarship
Margaret D. Schorger Scholarship
Senter Sisters Scholarhship
Janie Green Shearin First Family Scholarship
Sandra Graham Shelton Scholarship
Louise Shingleton Shivers Scholarship for Creative Writing
Dorothy Hunt Sides Scholarship
Ruth F. Singleton Scholarship
Deborah K. Smith Scholarship for Women in Science
Liz Shelton Smith-Cox Scholarship
Spelman-Crawford Music Scholarship
Lynette Glazener Spencer Scholarship
Stell Sisters Scholarship
Theola R. Stewart Scholarship
Stringfield Scholarship Fund
Marilyn M. Stuber Scholarship
Student Foundation Scholarship
Jane Watkins Sullivan Scholarship
Taylor Family Study Abroad Scholarship
Emma Barber Towler Memorial Scholarship
Martha Nell Tucker Science Scholarship
Myrtle King Turner Scholarship
John Graves Vann & Mary Norwood Vann Scholarship
Lucretia Dean Vick Travel Award Wachovia Scholarship
Elizabeth Tucker Wagoner Scholarship
Irving H. Wainwright First Family Scholarship
Irving H. Wainwright Scholarship
Robbie Hedrick Walker First Family Scholarship
Martha Medlin Wardlaw Scholarship
Marion Fiske Welch Scholarship
The Welton Family Scholarship
Wescott-Daniels Memorial Scholarship
Clara Jewell Spell Westbrook Scholarship
Suzanne Ripley Weston Scholarship
Cecile Ward White Scholarship
Martha McKeel Whitehurst Scholarship
Bobbitt Clay Williams Scholarship
Duvall M. Williams Scholarship
Lena Mae Williams and Lena Stone Williams Music Scholarship
Vida Thompson Williams Scholarship
Ruth C. Wilson Scholarship
Annie C. Womble Scholarship
Clara Young Woodall Scholarship
Erika Suzanne Woodlief Memorial Scholarship
Wyford Scholarship
Lucile Ward Yarbrough Memorial Scholarship

Non-Endowed Scholarships

BD Scholarship
Branch Banking & Trust Teaching Scholarship
Broyhill Scholarship
Coca-Cola First Generation Scholarship
Eli Lilly and Company
First Citizens Bank
A.J. Fletcher Music Scholarships

Golf Tournament Scholarships
Luddy Charitable Foundation, Inc.
Martin Marietta Foundation
Park Foundation Presidential Scholarships
Presser Music Scholarship
UPS Scholarship
Wachovia Foundation
Phyllis Brooks Wainwright Art Scholarship
Lettie Pate Whitehead Scholarships

Additional Scholarships

Additional scholarship opportunities are listed on the web page of the Office of Financial Assistance at **www.meredith.edu/finaid**.

Frequently Asked Questions about Financial Assistance

How can Meredith help my family meet educational costs?

We can offer many solutions. If you have verified financial need, Meredith offers assistance in many forms: grants, scholarships, loans and job earnings. Meredith also offers all students the optional convenience of payment plans that allow you to spread your payments over a period of time. Please visit **www.meredith.edu/finaid** for additional information about financial assistance.

Can I receive more financial assistance at Meredith College than at a less expensive college or university?

Probably. Although your expected family contribution remains the same, your financial need varies according to the cost of the college. In contrast with a public institution, for instance, your eligibility level is higher at Meredith.

How much should I budget?

We know that the cost of attending Meredith includes more than the tuition, room and board paid directly to the College. Other expenses—books, supplies, transportation, clothing and miscellaneous personal expenses—also add to your educational costs. Meredith's estimated costs for the 2006–2007 budgets used in determining need for on-campus residents and for commuting students living with family are as follows:

Direct Costs

	On-Campus	Commuting
Tuition	$21,150	$21,150
Student activity fee	$50	$50
Room and Board	$5,940	—
Total	**$27,140**	**$21,200**

Estimated Expenses

	On-Campus	Commuting
Room and Board	—	$3,600
Books and Supplies	$750	$750
Transportation	$400	$400
Personal Expenses	$1,250	$1,250
Estimated Total	**$29,540**	**$27,200**

Is financial assistance renewed each year through four years of college?

It is not renewed automatically. You must submit the FAFSA each year before the priority deadline and maintain satisfactory academic progress. Each year your award will be based upon the family circumstances that you report.

What if family circumstances change?

Family circumstances change when there are increases or decreases in family income levels which will affect your eligibility for financial assistance each year. For example, a family may borrow against an IRA account (thus raising income and lessening eligibility).

If you are a part-time or an independent student, your educational costs will be figured on an individual basis, using the same approach of allowing for living expenses pertinent to your overall educational costs. Contact the Office of Financial Assistance for an application and further information.

I'm an International student. Can I receive Financial Assistance?

Yes, but it is very limited. It is based on your academic profile and financial need. We require you to submit an International Financial Aid Application and be fully admitted to Meredith College before any financial award can be presented.

Student Life

The quality of student life at Meredith is important to the Meredith community. The college has a strong commitment to a total education that integrates academic and co-curricular experiences to further a student's personal and intellectual growth. Supporting the concept of an enriched student life program, the College provides creative residence life and commuter programs, avenues for developing leadership skills, and opportunities for full participation in campus and community affairs. The College is also celebrated for its integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

Especially exciting about student life at Meredith is the opportunity—and the responsibility — students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in college committees that consider academic programs, instructional matters, and cultural events as well as student life issues and student self-governance. To lend encouragement and support to student life, the College provides a variety of services and trained personnel through the Division for Student Development, including academic advising; admissions; dean of students; diversity programs; enrollment; financial assistance; residence directors; commuter life; campus ministry; volunteer services; counseling; health services; residence life; student activities and leadership development; emerging leader seminars; career center; community resources; first year experience; orientation; international programming; and social, recreational, and cultural events.

Student Orientation

New freshmen students are invited to an Early Advising session during the early summer. At those sessions, students meet with faculty and student advisors, take placement tests, discuss courses for their first semester, and begin their transition into college life and collegiate expectations.

An in-depth and diverse program of orientation for new students and their families takes place before classes start in August and an abbreviated program, for students entering in January. Included in the August orientation program are discussions on various phases of college life, changes in registration, computer orientation and distribution of laptop computers, tours of the library, fitness center orientation, and social events such as picnics and dessert in faculty homes. Through these and other activities, the orientation period provides opportunities for students to meet classmates, faculty advisors, campus leaders, and student development staff. There are also opportunities to identify college officials and their roles and to learn about student services and resources. *The Student Handbook and Activities Calendar* is reviewed to help the new student learn about campus life at Meredith. Orientation sessions continue in small groups throughout the new student's adjustment to college and the community.

Cultural and Social Activities

Believing the cultural and social life of the campus to be crucial to the total development of the student, Meredith incorporates a variety of events into the college calendar. The Convocation Committee, the major events committee and other sponsoring organizations bring outstanding artists, lecturers, and performers to Meredith to enhance the College's academic program. Among the many such personalities Meredith students have heard in recent years are the late Dr. Alex Haley, author of *Roots*; the Hon. Jimmy Carter, former President of the United States; Dr. Jane Goodall, writer and world authority on primate behavior; former Supreme Court Justice Sandra Day O'Connor; the late syndicated columnist Erma Bombeck; former United States Congresswoman Patricia Schroeder (D-Colorado); the late playwright Wendy Wasserstein; documentarian Rory Kennedy; Nicholas de Torrenté, executive director of Doctors Without Borders; specialist in sustainable design, William McDonough; journalists Judy Woodruff and Bob Edwards; and Nobel laureates Elie Wiesel and Seamus Heaney.

Touring drama, music, and dance companies such as The Academy Theatre, The National Opera Company, and the Liz Lerman Dance Exchange also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a number of cultural societies in Raleigh bring talent to the area. Also, Meredith has a strong focus on dance instruction and performance, with performances each year by nationally recognized dance artists and other Meredith student, faculty, and guest performances.

Meredith students also perform in the Raleigh area and on tours. The Meredith Chorus, Meredith Chorale, and Encore! appear in concert regularly throughout the college year, and winners of the Meredith Concerto Competition appear with the Raleigh Symphony Orchestra. As an important community outreach of the Meredith Center for Women in the Arts, the Meredith Performs series offers students with interests in music, drama, and dance opportunities to acquire practical experience both in production and on stage.

The art exhibition program brings a dozen or more visual artists to the campus each year. Their work can be viewed in the Frankie G. Weems Art Gallery in the Gaddy-Hamrick Art Center, in the Rotunda Gallery of Johnson Hall, and in the first floor gallery of the Science and Math Building.

The Meredith Entertainment Association brings bands and other entertainers to the Meredith campus. A number of the College's activities sponsored by various student organizations help create Meredith traditions. From the dignity of formal occasions such as the Honor Code Ceremony to the hilarity of Cornhuskin', campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges in Raleigh, Chapel Hill, Durham, Greensboro, and Winston-Salem offers availability to a host of cultural and social activities.

Student Honors

Honors are bestowed in various ways by Meredith in recognition of outstanding achievement. *Kappa Nu Sigma,* founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior year and full members their senior year. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected from the junior and senior classes on the criteria of constructive leadership, service to the College, and academic achievement. Outstanding freshmen are eligible for induction into *Alpha Lambda Delta,* freshman honor society. *Who's Who in American Colleges and Universities* recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List, the Honors Program, and a degree with distinction also recognize academic achievement.

A degree of Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 44.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas include *Alpha Delta Mu* for social work, *Alpha Epsilon Kappa* for religion, *Alpha Kappa Delta* for sociology, *Beta Beta Beta* for biology, *Delta Mu Delta* for business, *Kappa Omicron Nu* for human environmental sciences, *Nu Delta Alpha* for dance, *Phi Alpha Theta* for history, *Pi Delta Phi* for French, *Pi Kappa Lambda* and *Sigma Alpha Iota* for music, *Psi Chi* for psychology, *Sigma Delta Pi* for Spanish, and *Sigma Tau Delta* for English. Students who have achieved academic excellence are recognized for academic achievement and other accomplishments by various departments and clubs, and student leaders who have excelled are recognized in an awards program in the spring.

Student Responsibility

The faith that Meredith places in students as responsible, contributing members of the college community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and co-curricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on many college committees.

Honor System

The Honor System is the clearest example of student responsibility. Founded on the premise that dishonesty has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this violation of responsibility to the attention of that student.

Student Government Association

All students are responsible for the self-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government Association also seeks to involve all students in the academic and social life of the College.

In addition to its president, the leadership of the Student Government Association is composed of the Senate, Honor Council, Student Life Committee, Elections Board, Association of Meredith Commuters, Residence Hall Association, Unity Council and Women in New Goal Settings. An executive committee is composed of the student government president, a secretary, a treasurer, a freshman member-at-large and representatives from each board.

Student Regulations

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of Meredith, student and faculty committees confer with the SGA on matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook,* given to all entering students on their matriculation.

Student Life Committee

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith. The committee directs attention and study to the concerns and the well-being of the students and gives consideration to social, cultural, academic, spiritual, recreational, and health needs of the students.

Student Organizations

Student-directed organizations are another means of enriching the Meredith experience. Involvement in these groups provides students with hands-on experience, which can enhance what they learn in the classroom. Students are encouraged to find areas of involvement that are commensurate with their talents, interests, and abilities. Meredith students can choose from more than 90 student organizations in which to participate. Within these organizations students can serve in a variety of leadership positions and gain valuable skills that will be useful in future careers. For example, three college publications are produced by students. The Herald, the student newspaper, is published each week for the purpose of communicating information and voicing student opinion. *The Colton Review,* the campus literary journal, encourages creativity among the students and is published annually. The college yearbook is titled *Oak Leaves* and is published each fall. Information about the College's responsibility for student publications is found in the 2006–2007 *Student Handbook and Activities Calendar.*

Students may choose to join student government, student publications, programming associations, service organizations, classes, clubs within major departments, honor societies, and religious associations. Students are responsible for coordinating many of the service projects, forums, and socials on campus and for the overall effectiveness of these organizations. For more information, contact the Office of Student Activities and Leadership Development at (919) 760-8338.

Religious Life

Campus Ministry

As a reflection of Meredith's Christian heritage, the College seeks to reinforce the student's development both intellectually and spiritually. Therefore, the religious life of Meredith is crucial to its overall program.

The College provides several services that affirm the value it places on the religious dimensions of students' lives. One such service is provision of the Christina and Seby Jones Chapel as the primary site of campus worship services. The chapel also offers meeting rooms, a reading room, a meditation room for private worship, and office space for the Campus Minister. The Campus Minister is available to the college community for conversation or counseling pertaining to religious questions, religious vocations, or personal issues.

The Wednesday worship services are integral to campus life and contribute to the spirit of the community as well as to campus spiritual life. The 10 o'clock hour on Wednesdays is reserved for voluntary worship services. Other important activities in the religious life of the College are the Staley Distinguished Christian Scholar Lecture Series, the Mary Frances Preston Lectures in Biblical Studies and the Mary Stowe Gullick lectures in Christian Ethics. Each of these events brings scholars to the campus to address pertinent matters of faith and to talk with the students and faculty.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA) and the Campus Minister. The association seeks representatives of all faiths and denominations to serve on its council. It offers students opportunities for local ministry projects, study groups, programs, recreation, worship, conferences and retreats, and summer missions.

Volunteer Services

The Office of Volunteer Services facilitates and fosters viable collaborative partnerships with Meredith, faculty, students and the broader community. Located in the Office of the Campus Minister, the coordinator of Volunteer Services seeks to recognize and celebrate Meredith's volunteer service participants, while identifying, promoting and coordinating service opportunities for the campus community. These service opportunities challenge faculty, staff and students to develop, enhance and practice a personal ethic of volunteer service.

With a strong working relationship between the College and Raleigh's community service agencies and organizations, the Office of Volunteer Services serves as an advisor to the campus Service Council and as a resource for faculty with service learning components in their courses. As director of the MeredithReads program, the coordinator of volunteer services is a liaison to the MotherRead program and is responsible for the recruiting, training and supervising of student volunteer participants.

Meredith students seeking to expand self-understanding and eager to meet the responsibilities and challenges of volunteer service are encouraged to visit the coordinator of Volunteer Services in Jones Chapel.

Recreation

Meredith offers a variety of recreational activities for students. The Weatherspoon Physical Education-Dance Building provides excellent facilities for curricular and extracurricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and two dance studios. The Margaret Weatherspoon Parker Fitness Center is available for use by Meredith students. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a driving range, a soccer field, and a softball diamond. The Meredith Recreation Association coordinates organized intramural activities along with other special recreational events.

Intercollegiate Athletics

Meredith sponsors six intercollegiate sports, including soccer, volleyball, tennis, basketball, cross country and fast-pitch softball. Students may participate on one or more athletic teams. Individuals who wish to try out should contact the coach of the respective sport(s) upon arrival on campus. Note: Fall sports (soccer, cross country and volleyball) begin practice during the week of freshman orientation, so it may be necessary to contact the coach during the summer prior to the beginning of the fall semester.

The Athletic Office, under the supervision of the director of Athletics, administers the organization and activities of the intercollegiate athletic program. Meredith is an active member of the National Collegiate Athletic Association (NCAA) and adheres to its policies and procedures and endeavors to uphold the operational goals of the College.

As a member of NCAA Division III, Meredith offers no athletic scholarships. Enjoyment and love of the sport, as well as team membership, serve as primary motivators for participation. Athletes follow the same academic requirements and standards as other students. To maintain eligibility, they must be in good standing with the institution, be full-time students, and abide by all rules of the NCAA.

Student-athletes will be amateurs in their sport and conduct themselves with integrity and good sportsmanship. Their behavior will, at all times, reflect the high standards of honor and dignity that characterize participation in competitive sports in the collegiate setting. Of primary concern to the intercollegiate athletics program is the welfare of the student-athletes. Reporting to an academic division of the College, the athletic program maintains the same high standards required of all departments and the same commitment to the education and personal development of student-athletes.

Residence

Seven residence halls are available for on-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. All residence halls are air-conditioned. Each room is equipped with cable television, a telephone jack and voice mail. Residents enjoy internet access through wireless technology.

Freshmen will be assigned to Poteat, Heilman or Barefoot, and transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be given to the director of residence life by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to new students in the early part of July.

Upperclass students serving as resident assistants live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their floors. Upperclass students also serve as resident assistants in the other residence halls. Three residence directors live in the freshman residence halls, and two other residence directors live in the upperclass halls.

Campus residence halls are a living/learning environment that provides a supportive community for student development. Traditional-aged students are encouraged to take advantage of the opportunity for building friendships, developing interpersonal and communications skills, and participating in programs and activities that are part of the residential living experience.

- ○ Freshman and sophomore students under the age of 23 must live in the residence halls or reside with their parents, husbands, or (with special permission) another close relative. Freshman and transfer students who enter the College over the age of 21 may apply to live off campus. Housing contracts are for the entire academic year (fall and spring semesters).
- ○ Continuing juniors and seniors with at least a 2.0 GPA may apply to live off campus by a designated deadline, usually in March. Students must have at least 60 hours or have resided four semesters in the residence halls. Transfer students who meet established eligibility requirements as stated on the transfer application for admission may apply as commuting students under the off-campus housing option. Juniors and seniors should note that housing contracts are for the entire academic year (fall and spring semesters).
- ○ Resident students must be enrolled as full-time (at least 12 hours) students while living in the halls. If a student drops below full-time, she will not be eligible to live on campus unless approved by the dean of students.
- ○ Students interested in housing during summer terms must check with the Office of Residence Life for housing options and stipulations.
- ○ On-campus students have the cost of health services and meals in the dining hall included in their payment for room and board. Students who live off campus must pay a health fee in order to receive services from the Health Center. Students who live off campus must pay for any meals eaten in the dining hall.
- ○ Residential policies will be reviewed annually.

Commuter Student Life

Commuter students enjoy a variety of programs planned throughout the year to meet the needs of those who commute to campus each day and to assist them in becoming part of the total campus community. Lounges on the second floor of Cate Center provide space for commuter student rest, study, and relaxation. Cate is a center of commuter student activity and communication; there are commuter workstations, mail pockets, telephones, computers with wireless technology and e-mail access, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar, the Bee Hive, and vending areas of Cate Center. Belk Dining Hall also serves as a convenient source of food for both commuter and resident students.

Health Care

Health care is under the general direction of the director of Health Services. The Health Center is served on a regular basis by a local physician, with registered nurses on duty from 7 a.m. to 7 p.m. Monday –Thursday and 7 a.m. to 5 p.m. on Fridays. The college physician has designated office hours in the Health Center when students may see her. Only minor illness and emergencies are treated in the Health Center. Major illnesses are referred to specialists located off campus. The physician and nurses seek to prevent illness by informing students about good health practices.

Counseling

Academic Advising

The College provides guidance to students in the planning of their individual academic programs under the general direction of the Office of Academic Advising located in the Park Center. *See page 35 for further details.*

Career Planning

The Career Center, located on Second Floor Park Center, offers career counseling, educational programs, and resource information to Meredith students and graduates. Trained counselors help students begin the process of self-discovery by identifying their interests, abilities, and values through individual appointments, assessments, and the use of career information. For-credit career planning classes are taught during the academic year. As students declare their majors, the Career Center provides opportunities for gaining relevant work experience through Cooperative Education. Assistance is available in developing resumes, preparing for interviews, locating graduate/professional school information, and discovering job market trends. Services for graduating seniors include specialized workshops, on-campus interviews, and a web-based career system for posting resumes and viewing job openings. Career fairs during the fall and spring semesters provide an opportunity for students to make direct contact with employers. The Center is open from 8 a.m.– 5 p.m. with evening hours available. To schedule an appointment, call 760-8341 or stop by the office.

Counseling Center

The Counseling Center offers individual and group counseling to students with concerns of any kind—social, emotional or academic—with counselors who are degreed and licensed. All counseling services are free and confidential. The Center also works with students with disabilities and their faculty. In addition to counseling services, the Counseling Center offers psychological consultation, and general referral services. The Counseling Center offers eating disorder and depression/ anxiety screening days. During the Fall and Spring semesters the center provides the community with a counselor on call to assist in crisis situations. The counselor on call can be accessed by calling Campus Police at 760-8888. Ultimately, services for acute psychological crises are provided by local hospitals. Students are encouraged to call any time or stop by between 8 a.m. and 5 p.m. Monday—Friday to make an appointment. The Counseling Center is located on the first floor of Carroll Hall next to the Health Center.

Disability Services

Disability counselors in the Counseling Center provide, arrange, and coordinate accommodations for students in courses, programs, services, activities, and facilities. The staff maintains disability-related documents, certifies eligibility for services, determines reasonable accommodations and develops plans for the provision of such accommodations for students with disabilities.

Meredith College's goal is to create an accessible community in which people are judged on their abilities, not their disabilities. The staff strives to provide individuals with the tools by which they can better accomplish their educational goals.

In post-secondary settings, it is the student's responsibility to request accommodations, if desired. Students are encouraged to contact the Disability Services office at 760-8427 or **disabilityservices@meredith.edu** for an appointment. It is important to remember that not every student with a disability needs an accommodation. It is equally important to remember that even though two individuals may have the same disability, they may require different accommodations.

Freshman Discovery Series and First-Year Experience Class

All freshmen are expected to attend Freshman Discovery twice during the fall semester. These sessions help students cope with issues that may arise while they are in college. In addition, freshmen are encouraged to enroll in a section of the First-Year Experience class, intended to help each participant make a successful transition to the academic and personal demands of life as a college student.

Student Organizations: Opportunities for Involvement

Meredith College offers a wide variety of clubs, service organizations, and honor societies for students. Membership in some of these clubs is open to all interested students. In others, it is restricted to those students who take certain subjects or meet particular requirements. For more information, contact the Office of Student Activities and Leadership Development.

Student Government Association

Executive Committee
Association of Meredith Commuters
Elections Board
Honor Council (and Review Board)
Residence Hall Association
Senate
Student Life Committee
Unity Council
WINGS (Women in New Goal Settings)

Publications

Publications Board
The Colton Review (literary magazine)
Meredith Herald (newspaper)
Oak Leaves (yearbook)

Programming Associations

Campus Activities Board
Association for Cultural Awareness
Meredith Entertainment Association
Meredith International Association
Meredith Recreation Association

Religious Associations

Interfaith Council
Association for the Understanding of Religious Awareness
Campus Crusade for Christ
Catholic Community of Meredith College
Chi Alpha Christian Fellowship
InterVarsity Christian Fellowship
Meredith Christian Association
Muslim Student Association

Service Organizations

Service Council
Circle K
Meredith College Junior Woman's Club
Philaretian Society

Class Council

Freshman Class
Sophomore Class
Junior Class
Senior Class

Clubs

American Institute of Graphic Arts
American Society of Interior Designers
Angels for the Environment
Artists' Alliance
Barber Science Club
Canaday Math and Computer Science Club
College Democrats
College Republicans
Collegiate Music Educators National Conference
Colton English Club
Communication Club
Die Reblaus German Club
Disability Support Organization
Extra Theatre Company
History and Politics Club
La Societa Italiana Italian Club
La Tertulia Spanish Club
Le Cercle Francais French Club
Mae Grimmer Granddaughters' Club
Meredith Accounting Association
Meredith Advocates for Young Children
Meredith Association of Pre-Health Profession Students
Meredith College Association of Family and Consumer Sciences
Meredith Fashion Association
Meredith-N-Harmony
Meredith Nutrition and Wellness Club
Model United Nations
Pi Sigma Epsilon
Psychology Club
Social Work Club
Society for Human Resource Management
Sociology Club
Spectrum
Sports Science Association
Student-Athlete Advisory Committee
Student Business Advisory Board
Student Foundation
Student NC Association of Educators
White Iris Circle

Honor Societies

Alpha Lambda Delta, Alpha Psi Omega, Beta Beta Beta, Delta Mu Delta, Kappa Nu Sigma, Kappa Omicron Nu, Lambda Pi Eta, Nu Delta Alpha, Phi Alpha, Phi Alpha Theta, Phi Lambda Upsilon, Pi Delta Phi, Pi Kappa Lambda, Pi Mu Epsilon, Pi Sigma Alpha, Psi Chi, Sigma Alpha Iota, Sigma Delta Pi, Sigma Tau Delta, Silver Shield, *Theta Alpha Kappa*

Academics: Policies and Procedures

Overview of Academic Requirements

Meredith College requires that students complete a minimum of 124 semester hours in order to earn a baccalaureate degree. A grade point average of 2.0 or higher must be achieved for all courses attempted, all courses attempted at Meredith and all courses taken at Meredith in the major field. A student's program of study includes 51–67 semester hours of general education courses *(pages 56–58)* and all courses required in at least one major field *(page 59)*. Major field requirements range from 30 to 70 semester hours; some have concentrations, which give focus to the major field. Remaining credit hours may be earned in teaching licensure, a second major, minors, or with elective courses in areas of interest. Both general education and major field requirements for the Bachelor of Music degree are unique to that program *(page 103)*.

This section defines requirements and outlines policies that govern a student's progress toward a degree. *Descriptions and requirements of specific academic programs begin on page 60.*

Types of Degrees

Undergraduate degrees offered by Meredith include the Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, and Bachelor of Music, with majors in the following areas:

Bachelor of Arts

American Civilization
Art Education
Biology
Chemistry
Communication
Dance
Economics
English
Environmental Studies
French
Graphic Design
History
International Studies
Mathematics
Music
Musical Theatre
Political Science
Pre-Art Therapy
Psychology
Public History
Religion
Sociology
Spanish
Studio Art
Theatre
Women's Studies

Bachelor of Science

Accounting
Biology
Business Administration
Chemistry
Child Development
Computer Information Systems
Mathematics
Exercise and Sports Science
Family and Consumer Science
Fashion Merchandising and Design
Foods and Nutrition
Interior Design
Computer Science

Bachelor of Social Work

Social Work

Bachelor of Music

Music Performance
Music Education

The Bachelor of Music with a major in performance or music education is a professional degree built on a liberal arts base. This degree prepares the student for a career in teaching or performance. Its requirements differ from those of other Meredith degrees. *See page 103 for a listing of requirements.* Preparation for teaching includes any Meredith major plus teaching licensure offered by the School of Education. *See page 75.*

Second Baccalaureate Degrees

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith or another institution or by a student currently working on her first baccalaureate degree at the college. The following conditions must be fulfilled by the student who wishes to receive a second and different baccalaureate degree:

1. She must meet all the requirements for the second degree.
2. She must comply with a minimum of 31 hours in residence beyond requirements for the first degree.

Generally the same degree will not be awarded twice. However, a student who holds a bachelor's degree from another institution may be awarded the same baccalaureate degree if the following conditions are met:

1. The field of study is different from that of the first degree. This requirement is subject to approval by the vice president for academic affairs and the Academic Council.

2. The student has met all Meredith degree requirements, including general education and major requirements.

3. The student has completed a minimum of 31 credit hours at Meredith.

A student working on a second baccalaureate degree shall be classified academically as a senior.

Another option for current or prospective students is a second major or minor. Either of these can be earned by completing the courses and credit hours required. *For admissions requirements and procedures, see page 16.*

Choice of Catalogue

The catalogue for the year in which a student enters Meredith College governs the degree requirements during her period of enrollment. She may elect to follow degree requirements published in that or any subsequent catalogue in force during her period of residence. A student accepted for re-admission to the college after an absence of more than a year will comply with the degree requirements of the catalogue under which she is readmitted or a subsequent catalogue. The student will be considered "in residence" during the semester in which the student withdraws officially from the College or is approved for leave of absence. Exceptions may be necessary in order to conform to standards of outside accrediting agencies. The Meredith College Catalogue does not serve as a contract of any kind except for financial obligations outlined on page 20.

Academic Planning and Advising

Upon entering Meredith, a student is assigned an academic advisor who will work collaboratively with her to plan course schedules and explore her academic goals and interests. Freshmen advisors are well versed in general education requirements and familiar with campus resources and support systems. They can provide detailed curriculum guides for all available majors. Questions about academic advising should be addressed to the Office of Academic Advising at (919) 760-8059.

Although some enter Meredith with a major in mind, students more typically explore a number of options before choosing a direction. First year students usually enroll in general education courses and entry-level courses in fields of interest. During this time they consult with academic advisors and other faculty and staff to create a plan of study.

Once a student declares a major, she is assigned an academic advisor in that field. This advisor will assist the student in planning her course work until graduation. At the end of the junior year, the student and her advisor will conduct a graduation check. Ultimate responsibility for fulfilling graduation requirements rests with the student.

Selecting a Major

A **major** is a program of approved courses and experiences that allows a student to pursue in-depth study in a discipline, or in an interdisciplinary curriculum, in order to advance her knowledge and understanding of the content and tools of that field of study. Established majors described in this catalogue, as well as a contract major option, are available. A major prepares students for graduate study and, in some instances, it may have a career oriented or pre-professional focus. The major field is listed on a student's transcript, along with the degree that is conferred.

A major requires a minimum of 30 semester hours and a maximum of 70 hours (including prerequisite courses). A major may exceed 70 hours for a professional degree or when mandated by an accrediting or licensing agency. At least 35 per cent of the credit hours required for a major must be taken in courses designated by the department as upper level.

A major may also require specific courses outside of the department or school offering the major. In such cases these related courses are considered part of the total hours required for the major.

A **concentration** is an area of specialization within a major designed to focus on a specific content area and/or provide a career-oriented component. Schools and departments offer concentrations when the discipline or field of study is particularly broad and students may wish to develop a significant degree of expertise in a particular area of the major field. A concentration requires a minimum of 18 semester hours and will consist of no more than 50% of the courses which are required for the major except when an accreditation or licensure agency or the professional standards of the discipline mandates a different allocation of those hours. A concentration is listed on the student's official transcript as part of the major field of study, along with the degree conferred.

ENG 090, MAT 090, and 100 level foreign language courses are not considered prerequisites and are not part of the major hours. A major may require (or present as an option) a concentration within the discipline or have a co-requirement of a minor.

A student may complete up to two years of study at Meredith before declaring a major. Although encouraged to explore various options during this time, she should talk with her advisor about course sequences and offerings in her areas of interest. A late declaration of major can put a student behind in some disciplines.

Those wishing to pursue teaching licensure should begin required course work in that area at the beginning of the sophomore year.

Applying for a Contract Major

The contract major option allows the highly focused and motivated student to design a unique course of study. Students wishing to combine course work in several disciplines or pursue a specific topic in depth within or across disciplines may want to consider this option. A grade point average of 2.5 or better is recommended for students who propose a contract major.

There are two types of contract majors:

1. Departmental — Departmental majors include mainly courses within the respective department or school, but may include supporting courses from other disciplines.

2. Interdisciplinary — Interdisciplinary majors, other than those listed among the regular majors, may be pursued by a student through one of the academic departments or schools.

In most cases, a department or school will design these majors according to the following guidelines: **(a)** a minimum of 36 semester hours; **(b)** a unifying theme; **(c)** a core discipline of 18-21 hours and two additional related disciplines or 12 hours from each of three separate disciplines; and **(d)** a three-hour senior project.

All contract majors require a substantial number of upper level courses. Requests for CRC and transfer credit in the contract major will follow Meredith College guidelines. Normally, a contract major must be considered and approved by the Curriculum Committee and the Academic Council no later than the junior year. Students who pursue a contract major will be expected to assess how each course taken, as part of the major, serves the purpose of the contract major.

A student interested in this option meets with her advisor(s) to design the contract major proposal for submission to the Curriculum Committee. The contract major proposal must be submitted to the Curriculum Committee using the format outlined on the "Proposal for a Contract Major" form available in the registrar's office. The proposal and supporting documentation must be submitted one week before a Curriculum Committee regular meeting. All contract major proposals for the next year must be considered before the second February meeting of the Curriculum Committee. Proposals approved by the Curriculum Committee are sent to Academic Council for final approval.

Minors

A **minor** allows a student to pursue an area of interest in addition to her major by completing an approved course program in another academic discipline or related disciplines. Structured minors are available in most departments and schools. In addition, the college offers several interdisciplinary minors. In general, a minor is optional, although certain majors have a co-requirement of a minor as outlined in the major requirements. A minor is listed on the student's official transcript.

A grade point average of 2.0 or higher must be achieved for all courses taken at Meredith in a student's minor. Minors require a minimum of 18 semester hours, with study in upper division courses. Of those hours, 9 semester hours must have been completed at Meredith.

Applying for a Contract Minor

Students may develop and propose a contract minor with the support of a department or school according to the following guidelines: **(a)** contract minors will have a minimum of 18 and a maximum of 24 semester hours; and **(b)** contract minors will be comprised of courses that have a unifying theme. Contract minors are subject to the same procedures for review and approval as contract majors. *(See above)*

Declaring a Major and Minor

A student may declare a major by consulting with the department head or other faculty in her chosen field of study and submitting a Declaration of Major form to the Office of the Registrar. She follows the same procedure for declaring a minor: consulting with the program head or administrator, filing a Declaration of Minor form with the Office of the Registrar.

The Family Educational Rights and Privacy Act

FERPA, the Family Educational Rights and Privacy Act of 1974, is a federal law requiring Meredith College to protect the confidentiality of student educational records. Meredith College has adopted the policies outlined below to comply with the law, to inform students of their privacy rights, and to maintain the protection of student educational records.

Although student educational records are protected, Meredith College is not required to protect information that is classified as "directory" information. Meredith College has the right to release the following directory information without a student's prior consent.

○ Name, address, telephone number, e-mail address
○ Date and place of birth, and country of citizenship
○ Dates of attendance, academic major, degrees and awards received
○ Institutions attended
○ Weights and heights of athletic team members
○ Participation in sports and activities
○ Student photographs

Any student who would like her directory information protected under the same guidelines as educational records should submit a written request to the following offices: the registrar's office for undergraduate students, the graduate office for graduate students and the School of Education for licensure only students. This written request must be submitted to the appropriate office by the 20th classroom day of the Fall or Spring semester. It is not retroactive.

Students have the right under FERPA to inspect and review their education records and to appeal to the appropriate office to have any incorrect information corrected. Student also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by Meredith to comply with the Act.

Registering for Courses

Registration Materials

Registration instructions and class schedules are available from the Registrar's office approximately three months before a term begins. After a student is registered, schedule changes are handled through the registrar's office.

Shortly after mid-semester, students in good financial standing, and with no holds on their records, may pre-register for the following term. Schedules may be adjusted during the drop/add period — the first five days of the semester.

Course Load and Overloads

The student wishing to graduate in four years should take 15–16 hours per semester. A full-time course load ranges between 12 and 18 hours. Students on probation should read the section on Satisfactory Progress, Retention and Suspension for their course load guidelines. A student who wishes to take a course overload of more than 19 hours must have written permission from the vice president of academic affairs. A student seeking overload permission may take no more than 9 hours of half-semester courses.

Advising in the Major Field

Once a student declares a major, she is assigned an academic advisor in that field. This advisor will assist the student in planning her course work until graduation. At the end of the junior year, the student and her advisor will conduct a graduation check. Ultimate responsibility for fulfilling graduation requirements rests with the student.

Dropping and Adding Courses

A drop-add period running for the first five days of each semester offers an opportunity to make adjustments to the class schedule.

Classification

Students are classified by year of study on the following basis:

Classification	Semester hours completed
Freshman	1-25
Sophomore	26-59
Junior	60-89
Senior	90 and above

Credit Options and Restrictions

In addition to credit earned in scheduled courses at Meredith, students have a number of options for earning and transferring course credit and pursuing alternate educational experiences. These options are listed below.

Transfer Credit

Candidates for a degree at Meredith College may transfer credit from colleges offering programs accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association. The candidate will receive credit for the courses acceptable for an undergraduate degree at Meredith for which she has received a grade of "C" or better.

With the exception of physical education and dance activity courses, pass/fail courses accepted for transfer will not count toward major or general education requirements.

Work from other institutions accepted for transfer to Meredith College will be recorded with the name of the institution, the term or terms attended, the course taken (or the Meredith equivalent course if applicable) and the credits earned. No grades earned will be listed on the transcript, and transfer courses will not be considered in the calculations for Latin honors, overall GPA, or major/minor GPA. Transfer credits are recorded in semester hours, and if the credits were earned under a quarter system they will be converted to semester hours.

Transferred credits will be counted toward general education requirements only with the approval of the Director of General Education. Transferred credits will be counted for requirements of a major or minor only with the approval of the appropriate department head or dean. Likewise, credits earned 10 or more years prior to application will be evaluated under consultation with the department head or appropriate dean.

Advanced Placement Credit

Advanced placement and credit are available to admitted students in approved Meredith programs through several avenues

○ Advanced Placement Examination of The College Board (AP);
○ College-Level Examination Program test (CLEP);
○ International Baccalaureate examination (IB);
○ Meredith College departmental tests; and
○ course credits recommended by the American Council on Education and approved by the Meredith registrar.

Details of Meredith's AP, CLEP and IB policies are listed in the tables on the following pages.

Transcripts of credits may be presented for evaluation as part of an admissions package or, in the case of enrolled students, to the registrar.

Credit Opportunities for High School Advanced Placement Courses

AP Exam	Score	Hours Granted	College Courses Satisfied
Art History	3,4,5	3	Art History Art 221
Art Studio Drawing	3,4,5	3	Studio Art Elective
Art General	3,4,5	3	Studio Art elective
Art 2-D	3,4,5	3	Studio Art elective
Biology	3,4,5	4	Biology 101, 141
Chemistry	3	4	Chemistry 111, 141
	4,5	8	Chemistry 111, 141, 112, 142
Computer Science A	3,4,5	3	Computer Science 101
Computer Science AB	3,4,5	6	Computer Science 101, 212
Economics —Macroeconomics	3,4,5	3	Economics 100
Economics—Microeconomics	3,4,5	3	Economics 101
English Language & Composition	3	3	Elective (not general education requirement)
	4,5	3	English elective OR placement in Advanced Composition and credit for English 111
English Literature & Composition	3	3	English elective
	4,5	3	One course in English, American or World Literature
Environmental Science	3,4,5	4	General Education lab science
French Language	3	3	French 205 or 206
	4,5	6	French 205, 206
French Literature	3	3	1 300-level French literature class
	4,5	6	2 300-level French literature classes
German Language	3	3	German 205 or 206
	4,5	6	German 205, 206
Government & Politics, Comparative	3,4,5	3	Politics 204
Government & Politics, United States	3,4,5	3	Politics 100
History—European	3,4,5	3	History 102
History—United States	3,4,5	3	History 214 or History 215
History—World	4,5	3	History elective credit (also fulfills cultural perspective elective)
Human Geography	3,4,5	3	General Education behavioral and social science elective
Latin/Literature	3	3	1 300-level course
	4,5	6	2 300-level courses
Latin/Vergil	3	3	Latin 205 or 206
	4,5	6	Latin 205, 206
Mathematics—Calculus AB	3,4,5	4	Mathematics 211
Mathematics—Calculus BC	3,4,5	8	Mathematics 211, 212
Music Theory	3,4,5	3	Music 100
Physics B(General)	3	4	Physics 211, 241
	4,5	8	Physics 211, 241, 212, 242
Physics C (Mechanics)	3,4,5	4	Physics 211, 241
Physics C (Electr. and Magnetism)	3,4,5	4	Physics 212, 242
Psychology	3,4,5	3	Psychology 100
Spanish Language	3	3	Spanish 205 or 206
	4,5	6	Spanish 205, 206
Spanish Literature	3	3	1 300-level Spanish literature class
	4,5	6	2 300-level Spanish literature classes
Statistics	3,4,5	3	Mathematics 245

Meredith College International Baccalaureate Policy

IB Subject	Min. Score Accepted	Semester Hours Awarded	Meredith Equivalent
Art/Design Option A (Studio Work) *Subsidiary Level*	5	3	Studio Art elective
Art/Design Option B (Research Workbook) *Subsidiary Level*	5	3	Art elective
Art/Design Option A&B *Higher Level*	5	6 3 credits Art elective	3 credits Studio Art
Biology *Higher Level*	5	4	BIO 101/141
Business & Organization *Higher Level*	5	6	6 hours toward business major
Chemistry *Subsidiary Level*	5	4	CHE 111/141
Chemistry *Higher Level*	5	8	CHE 111/141, CHE 112/142
Classical Languages *Subsidiary Level*	5	3	Aesthetics and Art elective
Classical Languages *Higher Level*	5	6	Aesthetics and Art elective
Computer Science *Higher Level*	5	3	Computer Science elective
Economics *Higher Level*	5	6	ECO 100/101
English (Language A1) *Higher Level*	5	3	Literature elective
Environmental Systems	5	4	Biology elective, Lab science
French *Subsidiary Level*	5	3 after completion of 6 hours at Meredith	
French *Higher Level*	5	6 after completion of 6 hours at Meredith	
Geography *Subsidiary Level*	5	3	Behavioral & Social Science elective
Geography *Higher Level*	5	6	Behavioral & Social Science elective
German *Subsidiary Level*	5	3 after completion of 6 hours at Meredith	
German *Higher Level*	5	6 after completion of 6 hours at Meredith	
History *Higher Level*	5	3	History elective
History of the Islamic World *Higher Level*	5	3	History elective
Information Technology in a Global Society	5	3	Elective towards graduation
Mathematical Methods *Subsidiary or Higher Level*	5	3	Mathematics elective
Mathematics *Higher Level*	5	7	MAT 144, MAT 211
Advanced Mathematics	5	3 or more	See dept. for credit determination
Music *Subsidiary Level*	4	2 or 3	MUS 214 (3), MUS 215 (2)
Music *Higher Level*	5	3	MUS 100
Philosophy *Higher Level*	5	3	Philosophy elective
Physics *Subsidiary Level*	5	4	PHY 211/241
Physics *Higher Level*	4	8	PHY 211/241, PHY212/242
Psychology *Higher Level*	5	3	Psychology elective
Social Anthropology *Higher Level*	4	3	SOC 260
Spanish *Subsidiary Level*	5	3 after completion of 6 hours at Meredith	
Spanish *Higher Level*	5	6 after completion of 6 hours at Meredith	
Theatre Arts *Subsidiary Level*	4	3	THE 114
Theatre Arts *Higher Level*	5	3	THE/ENG 350

College Level Examination Program (CLEP) Examination

CLEP Examination	Min. Score Accepted	Amount of Credit Granted	Equivalent Course(s)
Business			
Accounting, Principles of	50	3	ACC 220
Business Law, Introductory	50	3	BUS 340
Information Systems & Computer Applications	50	3	
Management, Principles of	50	3	BUS 240
Marketing, Principles of	50	3	BUS 260
Foreign Languages			
French, Level 1	50	3	FRE 101
French, Level 2	TBA		
German, Level 1	50	3	GER 101
German, Level 2	TBA		
Spanish, Level 1	50	3	SPA 101
Spanish, Level 2	TBA		
History & Social Sciences			
American Government	50	3	POL 100
Educational Psychology, Introduction to		NONE	
History of the United States I: *Early Colonizations to 1877*	50	3	HIS 214
History of the United States II: *1865 to the Present*	50	3	HIS 215
Human Growth & Development		NONE	
Macroeconomics, Principles of	50	3	ECO 100
Microeconomics, Principles of	50	3	ECO 101
Psychology, Introductory		NONE	
Social Sciences & History	50	3*	
Sociology, Introductory		NONE	
Western Civilization I: *Ancient Near East to 1648*	50	3	HIS 101
Western Civilization II: *1648 to the Present*	50	3	HIS 102
Composition & Literature			
American Literature		NONE	
Analyzing & Interpreting Literature		NONE	
Composition, Freshman		NONE	
English Composition *(with or without essay)*		NONE	
English Literature	50	NONE	
Humanities	50	3*	
Science & Mathematics			
Algebra	50	3	MAT 141
Algebra-Trigonometry	50	3	MAT 144
Biology		NONE	
Chemistry	50	6	CHE 111, 112
Calculus with Elementary Functions	50	3	MAT 211
College Mathematics	50	3*	
Natural Sciences	50	3*	
Trigonometry	50	3	MAT 143

**Student must complete a course at Meredith in the same department or area with a grade of at least a "C "before receiving CLEP credit. When the student has completed the Meredith course, she must write the Office of the Registrar indicating that the course has been completed and requesting that the advanced placement credit be added to her academic record.*

Visitation Credit

A student may elect to study for a single semester at another college or university while retaining her status as a Meredith student. This arrangement allows her to return to Meredith the following semester without having to apply for re-admission. Applications for this option are available in the Office of the Registrar. These arrangements must be completed before the student begins her study at another institution.

Cooperating Raleigh Colleges

Meredith, Peace, and Saint Augustine's Colleges, and North Carolina State and Shaw Universities form a consortium through which they provide their collective educational resources to students at each of the five institutions. Under this agreement full-time Meredith students may take collegiate-level courses at any of the other campuses in the consortium. These courses are used for general enrichment, to strengthen particular majors, to enhance career training, and, in certain situations, to earn an additional major or degree. Web-based and video courses at North Carolina State University are not included under the CRC agreement.

A student may take up to three courses per year during the fall and spring semesters through the CRC agreement. She may not take courses available at Meredith, except in unusual circumstances. The approval process begins with the student's academic advisor and requires approval from the head of the respective department or school. A CRC Application form is available in the Office of the Registrar. Approval is subject to space availability, as determined by the host institution.

Academic Council receives written appeals from students whose requests have not been approved under the stated process.

Special Studies

A student may expand her curriculum beyond the courses in the catalogue by using several options available under the Special Studies Program. Special studies courses may be proposed by students or faculty. They require approval by the head of the department or school which grants the credit as well as the School Dean for the department. Up to four credit hours may be earned in a special studies course, and the option may be pursued on multiple occasions. Options are listed below, accompanied by their course numbers. The course prefix is that of the sponsoring academic program:

INDEPENDENT STUDY (910)

○ A program of study involving a minimum of guidance and allowing truly autonomous study.

DIRECTED INDIVIDUAL STUDY (920)

○ An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance is provided by the instructor.

COMMUNITY INTERNSHIP (930)

○ An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

GROUP STUDY (940-949)

○ A course on special topic which is not already offered in the curriculum. Approval is granted on a one-semester basis.

With the exception of group study, which is listed in the schedule of courses, the special studies options listed above require a Special Studies form, available in the Office of the Registrar. The completed form must be submitted to the registrar's office by the end of the drop/add period.

Special studies courses may be designated Pass/Fail by those responsible for approving them. A student may elect these in addition to her P/F options *(see page 45).*

Undergraduate Research Courses

Academic credit for undergraduate research may be earned in several departments in the following categories:

299 Introduction to Research — Open to freshmen and sophomores who have an interest in the indicated discipline and who would like to work with a faculty member on a project involving research in the discipline. May be repeated up to a total of 6 semester hours.

498 Honors Thesis — Open to seniors in the Honors Program and/or Teaching Fellows Program who will formulate and execute an original research project at an advanced level. Maximum credit provided is 4 semester hours.

499 Research — Open to junior and senior majors or others by permission. For students who have an interest in working with a faculty member on an original research project at an advanced level. May be repeated up to a total of 6 semester hours.

Through involvement in the Undergraduate Research Program, students at Meredith:

○ Mature in their research endeavors during their undergraduate studies.

○ Exhibit competence in the modes of inquiry typical of their chosen disciplines.

○ Grow in their confidence as skilled researchers and analytical thinkers.

Undergraduate research courses are governed by the following guidelines and procedures:

The numbers 299, 498 and 499 are reserved for research courses at the undergraduate level in each department and discipline. These numbers will not be used by other course offerings.

Each course numbered 299, 498 or 499 can provide up to a maximum of 4 semester hours of credit.

Courses numbered 299 or 499 may be repeated for credit. However, students registering for 299 and/or 499 may receive no more than a maximum total of 6 semester hours of credit toward graduation for each 299 and 499.

Students may receive no more than a maximum total of 12 semester hours of credit toward graduation in courses numbered 299, 498 and 499.

Students registering for 299, 498 and 499 courses are required to fill out a form providing information in their research projects available in each department office and in the registrar's office. The completed forms will be maintained in the Office of the Registrar.

Courses labeled 299, 498 and 499 may only be taken for a letter grade.

The total amount of credit will vary for each research project depending on the nature of the work, the research project, and the amount of time spent on the research. A minimum of 3 hours of research work each week per semester hour of credit is a requirement.

Summer Study

Meredith conducts a summer session in which courses are generally taught over a three-week term, with a student taking only one course per term. In addition, some courses are taught for six weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty advisor or the Office of the Registrar. She secures for specific courses written approval of her advisor, and the registrar. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

Meredith degree candidates taking courses at another institution must make a grade of "C" or better for the course to transfer to Meredith.

Correspondence Credit

A maximum of six credit hours may be allowed for correspondence courses on which a grade of C or higher is earned. Written permission must be granted by the student's advisor, and the registrar.

Credit for Extra-Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may wish to seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department or school head to decide upon any credit given. In some cases, departmental or school examinations will be used for determining the maximum amount that may be awarded for extra-institutional instruction. To apply for credit, the student should contact the Office of the Registrar.

Residence Credit Requirements

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who plans to study abroad in her senior year, completing 15 of her last 30 hours at Meredith will suffice if approved by the International Studies Committee. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the inter-institutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A transfer student from a regionally accredited institution must complete at least 31 hours at Meredith. If a transfer student enters from a two-year institution, she must complete at least 58 hours from accredited four-year institutions.

A student who has a bachelor's degree from another institution and wishes to receive professional licensure at Meredith in teacher education or social work must complete 31 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in her major, subject to the approval of the department or school. A student transferring with senior classification will be expected to take at Meredith at least 9 hours in her major, subject to the approval of the department or school.

Credit in Music

Of the 124 hours required for graduation, no more than 4 may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. *(See pages 158–159 for list of ensemble courses.)*

Credit in Physical Education and Dance

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education and/or dance activity courses. Exceptions to the maximum of eight hours are made for students majoring or minoring in Exercise & Sports Science or Dance, and must be approved by the head of the Department of Health and Physical Education and by the Vice President for Academic Affairs or the Registrar. When the general education/physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

Cooperative Education

Cooperative education offers sophomore, junior, and senior students the opportunity to relate their classroom learning to work experience. Through supervised career-related employment, participants explore careers, integrate theory with practice, and examine future job opportunities. Employment with cooperating companies and agencies is coordinated and approved by the Meredith Career Center. Participants complete both work and academic assignments for evaluation. One to four hours of academic credit may be earned for each work experience. Up to eight hours of cooperative education credit may be applied to the 124 hours required for graduation.

Auditing Courses

Auditing is an arrangement under which a student participates in but does not earn credit for a course. Audits may be arranged on the first meeting day of the course. Forms are available in the Office of the Registrar.

Full-time degree students may audit a course upon the approval of the course instructor and the registrar. The course becomes part of the student's course load and is listed on her permanent record.

A course must be designated for audit within the first 20 days of the semester. Any audited course may be dropped in the same manner as other courses. If the student withdraws from the audited course or does not satisfy the instructor's stated expectations for the audit, the grade of NA will be given.

Repeated Courses

A student may repeat a course in order to improve her grade. She should do so in the semester following the first attempt or as soon as the course is offered again. If she repeats the course at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat a Meredith course at another college; grades for courses repeated elsewhere will not improve the Meredith quality point ratio.

Corequisites

A corequisite is a supplementary component of a course. Examples include laboratories or practica requirements. Corequisites are listed in the course schedule book. The student must register for corequisites concurrently with the course registration and complete all requirements of each in order to fulfill the graduation requirements of the college. If the student fails either component of the corequisite, she must retake only the one she did not pass. If the student drops either component during the drop/add period, she must drop both components.

Developmental/Remedial Courses

Developmental or remedial courses are offered in some subject areas for students needing additional preparation for college-level work. These courses are numbered lower than 100, are taught for pass/fail grading and do not count in the credit hours earned toward graduation. Developmental/remedial courses are included in a student's semester load, but they do not count in her overall or Meredith average, and they are not included in hours counted for Dean's List. These rules do not apply to applied music (MUA) courses numbered lower than 100, which are taught for credit and do count as hours earned toward graduation.

Academic Recognition and Graduation

Dean's List

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.5 grade point average appear on the list. To qualify for this honor, students must have completed at least 12 credit hours during the semester, including courses at other Cooperating Raleigh Colleges. An F or I grade disqualifies a student for the Dean's List for that semester.

Graduation

Students may graduate in May, August, or December. Seniors who expect to graduate must register their intention in the Office of the Registrar. Those who plan to graduate in May or August must file by December 1; December graduates file by May 1. Students who plan to complete work at Cooperating Raleigh Colleges in the semester of the desired commencement program must indicate this plan when they file for graduation.

Graduation with Distinction

The degree of Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

Graduation with distinction is based on achieving the following grade point averages for all work counted toward graduation: 3.5—cum laude; 3.7—magna cum laude; 3.9—summa cum laude. Students must have a minimum of 62 hours earned at Meredith College to earn distinction.

Commencement

A formal commencement program recognizes those who are receiving a degree from the college. Formal commencement programs are held in May and December; students may participate in only one program for each degree they receive. Only persons who fully meet the requirements for graduation will receive diplomas at a commencement program. Participation in a commencement program (May or December) is open to the following:

- students who have completed the requirements for graduation in the semester prior to graduation (e.g., in December for a May ceremony). August graduates may participate in December or May programs.
- students who have completed the requirements for graduation in the semester of the graduation ceremony.
- students whose graduation registration indicates work at Cooperating Raleigh Colleges is in progress and who will have completed all requirements in the semester of the graduation ceremony. These students will receive only a diploma cover during the ceremony. The diploma will be sent after receipt of official transcript showing successful completion of all course work.

Grading System

A student earns one official semester grade for each course; it may be a letter grade or a pass/fail designation. The course syllabus provides a statement of how the grade is determined, i.e., the assignments and relative weight of each. Although every course and field of study present unique challenges in assessing student performance, instructors refer to the following statements of interpretation when assigning grades.

Letter Grades

A	Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements
B	Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
C	Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
D	Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
P	Passing of a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.
F	Failure which may not be made up by re-examination.
I	The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.
N	An interim grade assigned when there is no report by the instructor.
Z	An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.
W	The student withdrew from the course during the withdrawal period which ends two weeks after mid-semester. (For courses lasting less than a full semester, the end of the withdrawal period will be determined by using the same proportion of the shorter period of time, to be determined by the registrar.) After the withdrawal period a W grade will be given only upon medical or emergency withdrawal.
AU	The student completed a satisfactory audit.
NA	The student did not complete a satisfactory audit.
T	Transfer course.
TR	Consortium course taken through the Cooperating Raleigh Colleges (CRC).
NT	Consortium course taken but not transferable through the CRC.

Pass/Fail Grading

The pass/fail option encourages a student to explore unfamiliar subject matter without serious risk to her grade point average. Course content and requirements for pass/fail registrants are the same as those for students earning letter grades. A grade of P indicates that the student has achieved at least minimal passing performance in the course.

Some courses are taught only for pass/fail grading. These include all physical education and dance activity courses taken for credit toward fulfillment of general education requirements. (Additional activity courses may be assigned letter grades.). Courses designated Pass/Fail Only are excluded from the following Pass/Fail restrictions:

1. A student may elect to take a total of two courses for pass/fail grading. These courses must be taken during her junior year and/or senior year and may not include any course required for her major, minor, licensure, or general education (See Item 4 below.) However, with the department or school's permission, a student may elect to take a seminar in her major for pass/fail grading.
2. Only one such course may be elected during a single semester.
3. A department or school may choose to offer courses for pass/fail grading. These courses will not count as one of the student's two elected pass/fail courses.
4. Physical education and dance activity courses taken for general credit are graded pass/fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass/fail in addition to other pass/fail options.
5. Licensure-only students must take all courses required for licensure (except those offered only as pass/fail) for a grade.

Some departments and majors choose to restrict pass/fail options for seminar courses. Students transferring into a new major will face reassessment of pass/fail credit. Only one course previously taken as pass/fail will apply to the major requirements; others taken pass/fail will be forfeited.

Students designate pass/fail courses at the time of registration. Changes in grade options must be made within the first 20 days of the semester. A passing grade in a pass/fail course indicates that the student has performed at the level of D or better. If a P is earned, the credit hours do not count in the total hours attempted. If an F is earned, the credit hours are counted in the hours attempted.

Class Attendance

Class attendance is essential to success in a course. Students are expected to prepare for and attend each class meeting, including conferences and other academic appointments, and to participate fully in the learning process. Instructors may include class attendance in the calculation of the course grade. The effect of class attendance on the grade will be clearly specified in writing by the instructor at the beginning of the course.

Grade Reports

A grade report is issued to the student on-line shortly after the end of the semester. The student may request a written copy with a written request to the Office of the Registrar. These requests will be processed as transcript requests.

Quality Point Ratio

The grade report provides a semester quality point ratio and an overall quality point ratio. These averages are calculated by assigning the following numbers to letter grades: A=4, B=3, C=2, D=1. Quality point ratios are calculated by dividing the number of quality points earned by the number of semester hours attempted. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio. For courses taken on a pass/fail basis, a P will not be counted as hours attempted, but an F grade will be calculated in the hours attempted figure.

Grade Appeals

Students should address questions about specific course grades to the instructor of the course. If the questions are not clarified, the student should consult with the department head. Should further information be required, the matter should be reported to the vice president for academic affairs.

Satisfactory Progress, Probation, and Suspension

To continue enrollment at the College, all undergraduate degree candidates are expected to maintain satisfactory progress toward graduation.

Satisfactory Progress

Satisfactory progress means maintaining, for each semester, the following minimal quality point ratio:

Total Hours Attempted	Minimum Expected Meredith QPR
1–16	1.500
17–25	1.700
26–59	1.800
60–89	1.900
90 and above	2.000

Academic Probation

When a student fails to achieve minimum progress, she will be placed on academic probation for the following semester. A student on probation must conform to the following guidelines the next semester in which she is enrolled:

A student on Academic Probation will be required to:

- Register for no more than 14 hours
- Enroll in ENG 111 if her general education composition requirement has not been met
- Repeat courses in which a D of F was earned
- Complete an academic success workshop and Contract for Academic Improvement followed by a meeting with an Advisor in the Office of Academic Advising. These meetings must occur within the first month of classes.

Failure to satisfy all of these requirements will result in a delay of future class registration until the student has presented detailed plans for correcting her academic deficiencies to the Director of Academic Advising.

A student on academic probation will not be approved to take summer course work at another college or university. She has the right to file an appeal of this policy in writing with the Registrar.

Suspension

A student on academic probation who does not meet the minimum Meredith quality point ratio at the conclusion of the spring semester will be suspended for the following fall semester. This student will be allowed to make up deficiencies at Meredith during the summer sessions. If her summer work does not raise her Meredith QPR to the minimum standard established for retention (see chart), she will be suspended for one semester.

A suspended student may apply for re-admission and, if readmitted, re-enroll for any subsequent semester if space is available. A re-admitted student is on probation and must raise her Meredith QPR to the minimum standard outlined in the above chart. However, a re-admitted student who makes at least a 2.0 semester QPR during her first semester back will be allowed one additional semester to achieve the required Meredith QPR.

The student has the right to appeal the academic suspension. She must appeal in writing to the registrar within 10 days of receipt of the notice of suspension. A standing retention committee will hear the appeal. Appeal application forms are available from the registrar. If a student is on academic probation after one or more consecutive semesters of being off, she will be subject to the rules which apply to a first-time probation student.

Leave of Absence

A currently-enrolled student may request from the registrar a leave of absence for up to one year without having to apply for re-admission as long as she is in good academic, social, and financial standing at Meredith and has turned in her Meredith laptop computer and all of its associated equipment. Students receiving financial assistance should confer with the Financial Assistance office before applying for a leave. Except in an emergency situation, the leave of absence must be requested in writing prior to departure from the College and no later than the last day of classes if she does not plan to complete her current semester.

If a student should decide to take college work elsewhere while on a leave, she must apply for visitation credit through the Office of the Registrar at Meredith. A student on leave of absence who does not re-enroll within the allotted leave time will be officially withdrawn from the College. After any withdrawal or non-compliance with the leave policy, a student must follow the re-admission procedure.

A student is in good academic standing if she will not be on academic probation at the end of the term in which she applied for the leave of absence. She is in good social standing if she is not on social probation and if there is no honor council case pending that would involve probation, suspension, or expulsion. To be in good financial standing, a student must have paid all tuition, fees, and other charges in the accounting office, and returned her laptop if she was given one when admitted.

A student forfeits her right to any adjustment to her tuition account if she does not apply for a leave of absence within 60 days of her last day of class attendance.

Withdrawal

Students who leave the college without completing their academic program may be granted an honorable dismissal and appropriate financial adjustments by following the college's withdrawal procedure. Withdrawal is processed by the following offices:

Undergraduates who entered through the Office of Admissions	Dean of Students Office
23+ undergraduates	23+ Office
Licensure only students	School of Education
Other students	Office of the Registrar

Students must withdraw within 60 days of last class attendance or no later than the last day of class of the last semester enrolled.

Academic Records

The Office of the Registrar serves as the repository of academic records for the college.

Enrollment Verification

Students may request enrollment verification by contacting the Student Clearinghouse. They can be reached at (703) 742-4200 from 8:30 am until 5:15 pm EST, by fax at (703) 742-7792, by email to service@studentclearinghouse.org, or on the Web at **www.studentclearinghouse.org.**

Transcripts

Transcript requests must be made in writing by the student to the Office of the Registrar, Meredith College, 3800 Hillsborough St, Raleigh, NC 27607. The graduation and lifetime transcript fee allows up to ten transcripts per order, with an additional $5.00 charge per additional transcript.

Name and Address Changes

Name and address changes should be reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

Academic Enhancements

Academic programs and majors at Meredith are enhanced by a number of experiences, resources, and specialized programs which reflect both tradition and change. Students are encouraged to enrich their course of study by taking advantage of the options most suited to their goals, strengths, and aspirations.

Undergraduate Research

Faculty/student research partnerships and the nurturing of individual talents have defined the Meredith educational experience since the founding of the college. In recent years expanded resources and support have become available for research and creative endeavors across the curriculum. The Office of Undergraduate Research sponsors projects and events that profile student achievement and extend opportunities for students in specific careers and graduate study. Students in all areas are encouraged to present their work at conferences, submit to undergraduate research publications, and participate in the annual Celebrating Student Achievement event on campus.

Students in all academic programs may earn course credit for approved research work. Academic advisors and faculty who share a student's interest can offer further information and guidance.

Service-Learning

Service-learning is a partnership engaging Meredith students, faculty, staff and diverse communities by integrating into academic curriculum intentional service opportunities that respond to community needs. Service-learning aims to benefit students' education, further faculty research and teaching, cultivate civic responsibility and life-long learning, and foster community-campus collaborations.

Through service-learning students learn course concepts and theories in a powerful, experiential manner. Additionally, service-learning and critical reflection promotes critical analysis of complex social problems, cultivation of participatory skills necessary for engaging in a diverse democracy, and development an ethic of social justice. Opportunities range from a one-time service experience within a course to more fully integrated service-learning courses designated as "SL" enhanced. "SL" courses fulfill the Experiential Learning requirement for graduation.

Study Abroad

As American life is increasingly touched by cultures beyond our borders, global understanding and skills become not extras but necessities. The Meredith study abroad program exists to enable students to:

○ Acquire new knowledge of themselves and of the world – both general and discipline specific, ideally including learning another language.

○ Gain cross-cultural skills and awarenesses, including increased knowledge of themselves as cultural beings.

○ Develop some of the skills and dispositions essential to global citizenship, e.g. become interested in and informed about world affairs, curious about and supportive of international visitors to the U.S., and keen to travel to experience new cultures.

○ Affirm diversity, tolerate ambiguity, and refuse to make assumptions about people from other cultures.

○ Be able to make cogent observations about social and political institutions, about the values of the citizens, and about both the arts and artifacts created by those cultures.

Summer Abroad Opportunities—Annual Summer Opportunities

MEREDITH ABROAD IN ITALY, SWITZERLAND AND ENGLAND

Each summer the College offers a course of study in selected foreign countries (currently Italy, Switzerland and England) enabling a student to earn 12 semester hours of college credit at approximately the same cost as a semester on campus. The curriculum changes each summer. Both general education courses and upper-division courses are regularly offered. Many disciplines also provide special studies options. Students may elect to do either the continental or UK portion of the program — or both.

MEREDITH ABROAD IN SANTIAGO DE COMPOSTELA, SPAIN

Each summer the department offers a Spanish language and culture program in Santiago de Compostela. Students take two courses, living with local families while they study and learn.

MEREDITH FASHION ABROAD IN PARIS, FRANCE

Each summer fashion merchandising and design students can study at Paris American Academy, learning from leaders in the field about every aspect of the fashion industry.

Meredith Abroad — Special Summer Opportunities

Short-term international studies programs are offered regularly in various disciplines.

In the past, the Department of Biology has sponsored programs in arctic Russia, Belize and Costa Rica; the Department of History and Political Science, a program in China; and the School of Education, a program in New Zealand; and the Department of Sociology and Social Work, a program in Sri Lanka. The School of Business has sponsored programs in the United Kingdom as well as Denmark. Both Denmark's International Study Program and the School for Field Studies (see below) offer summer programs. Meredith students also study abroad on individually-tailored programs — recently to South Africa, Guatemala, Australia, Greece, France, Turks and Caicos, Jordan, Puerto Rico, Ecuador, Chile, and Costa Rica.

Semester and Year Abroad Opportunities

SEMESTER/YEAR IN U.K., IRELAND, AUSTRALIA, AND NEW ZEALAND

Meredith students regularly study in universities in England, Ireland, Scotland, Australia and New Zealand. Recent U.K. locales include Aberdeen, Bristol, Edinburgh, London, and Nottingham. Dublin is our principal Irish site. New South Wales attracts most Meredith students who study in Australia.

SEMESTER/YEAR IN MADRID, SPAIN

Advanced Spanish students may apply for study at the Universitas Nebrissensis in Madrid, Spain, through the Department of Foreign Languages and Literatures.

SEMESTER/YEAR IN ANGERS, FRANCE.

Advanced French students may apply for study at the Universite Catholique de l'Ouest in Angers, France, through the Department of Foreign Languages and Literatures.

SEMESTER /YEAR IN HONG KONG

Meredith is a partner institution of Hong Kong Baptist University, a premier institution. Appropriate for most majors, this university provides an ideal setting for international business majors.

SEMESTER/YEAR IN PEOPLE'S REPUBLIC OF CHINA

Meredith is a member of SASASAAS, a consortium that sends students to China each semester to study Chinese language and culture.

SEMESTER/YEAR WITH THE SCHOOL FOR FIELD STUDIES

Meredith's affiliation with the School for Field Studies allows interested students to do original research in environmental studies in the Caribbean, Costa Rica, Australia, Kenya, and Mexico.

SEMESTER/YEAR AT ST. CLARE'S IN OXFORD

St. Clare's Liberal Arts Program serves well Meredith students wishing a challenging program featuring small classes in a rich locale. Prospective teachers may do internship.

SEMESTER/YEAR IN COPENHAGEN

Meredith's partnership with Denmark's International Study Program allows students of child development, education, interior design, and business to study in a cutting edge program.

SEMESTER/YEAR IN NOGALES, MEXICO AND TUCSON, ARIZONA

BorderLinks provides students with a unique opportunity to study the Border that separates and connects Mexico and the United States. Students study Spanish, theology, Mexican history, art and culture in this program, which provides the opportunity for homestays in Nogales.

INDIVIDUALLY-TAILORED SEMESTERS

The director of Study Abroad works individually with students interested in studying in countries in which we do not have programs. Meredith students have recently enrolled in universities in Argentina, Australia, Costa Rica, Germany, Greece, India, Italy, Japan, Kenya, the Netherlands, New Zealand, Russia, Spain, and South Africa.

Meredith Art Travel/Study Programs — Abroad and at Home

Each summer the Art Department offers a travel/study opportunity. Destinations include Italy, the Southwestern United States, and various other locations that offer a rich, visual art environment.

Off-Campus Programs

Drew University United Nations or London Program

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as many as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History and Political Science.

American University

Through an arrangement with American University in Washington, D.C., students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of International Relations and American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History and Political Science.

Marymount Manhattan College

Through an arrangement with Marymount Manhattan College in New York City, qualified students may visit this college for one year or one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her advisor. Further information concerning the Marymount program may be obtained from the Director of International Studies.

The Honors Program

Gifted, ambitious students find challenge and community in the Meredith College Honors Program. The college actively recruits honors students and offers the rigorous and relevant academic experiences that such students expect. Through common course work and individualized study and research, honors students acquire an intellectual foundation as they explore subject areas of interest.

Honors students are assigned to academic advisors well acquainted with the program and its requirements. Honors students' work is often featured in research presentations on campus, and they participate in numerous off-campus cultural events and weekend honors trips. Upon graduation those who complete the program's requirements are recognized as Honors Scholars.

Accomplished applicants are invited to the Honors Program at the time of admission to the College. A small number of students with outstanding academic performance in the fall semester are also invited to participate in the program. Interested students—traditional, transfer, and 23+— should contact the honors director.

Honor Requirement	Credits	Description/Comments
Honors writing course	3	Taken in first year; builds community as well as skills of honors students. Fulfills ENG111 requirement.
Honors laboratory science	4	Taken in first year; courses available in biology, chemistry, physics. Fulfills scientific literacy credit.
Honors colloquia	6	Interdisciplinary, team-taught explorations of a topic. Will meet general education fields of knowledge requirements.
Honors in the major field	6	May be fulfilled with honors courses, contractual work for honors credit in regular courses, independent study, or honors colloquia beyond the required 6 credits.
Honors electives	6	Reflect student interests, may include honors courses, colloquia, contract work in regular courses, or independent study. May count toward general education or other degree requirements.
Honors thesis	3	Senior level project appropriate to major discipline (written thesis, laboratory research, performance). Should reflect scope of intellectual development.

The Honors Curriculum

The four-year honors curriculum of 28 credit hours represents about one-fourth of the total number of hours required of all students for graduation at Meredith. The curriculum, which is designed to fit well with a student's general education and major requirements, includes courses that expose the student to the breadth of human knowledge as well as in-depth study in selected fields. Meredith faculty highly regard teaching honors courses and consider it an opportunity to develop especially innovative learning experiences. Honors courses reflect the highest accomplishment in research, creativity and thought at the college. The program includes the following components: *(See table, previous page.)*

Satisfactory Progress in Honors

Honors students typically begin their program of study with the honors writing course, honors laboratory science and an honors general education elective. Students progress through the curriculum engaging in honors work each year, including two interdisciplinary colloquia and honors work within the academic major. The program of study culminates with a thesis project and presentation. Retention in the program requires a minimum grade point average of 3.250. Students who complete all honors requirements are recognized at graduation as Honors Scholars. The student's transcript reflects this distinction and notes each honors course completed.

Teaching Fellows Program

"The Meredith Teaching Fellows Program will instill a sense of mission, service, and professionalism as we educate women to excel as model teachers and future leaders in North Carolina's public schools." Students selected as a Meredith Teaching Fellow enjoy these unique components:

- ○ International Study and Travel Abroad experiences
- ○ Monthly seminars designed around current topics in education
- ○ Focus on Excellence cultural and social events
- ○ Desirable two year internships in one of the nation's leading school systems
- ○ Service learning opportunities
- ○ An Honors Core of 15 Semester hours including an Honor's Thesis
- ○ NC Teaching Licensure choices in Birth through Kindergarten, Elementary K-6, Middle Grades 6-9 and Secondary 9-12, and Specialized K-12 Certification in English as a Second Language, French, Spanish, Art, Music, Dance, Theater, Family and Consumer Sciences and Physical Education
- ○ Our Technology Laptop Initiative which provides a laptop for every Fellow

Please note: Students are selected for the award through a statewide competition coordinated by the North Carolina Teaching Fellows Commission. The Commission requires that freshmen recipients of the scholarship reside on campus their first year. Students are housed with other Honors and Fellows for two consecutive semesters. The deadline for application is in the early fall of the high school senior year. In addition to the $6,500 per year scholarship/ loan provided by the State Teaching Fellows Program, Meredith College provides a matching grant of $6,500 which includes the NC Legislative Tuition Grant. Fellows are responsible for the balance of their fees.

Focus on Careers

Pre-Professional Opportunities

A number of career fields require that students complete a four-year degree and then enter a professional or graduate program. Meredith students may plan programs of study that prepare for further study in such areas as art therapy, dentistry, journalism, law, library science, medical technology, medicine, pharmacy, research, merchandising, nutrition, special education, teaching, and theology. Academic advisors can direct interested students to the appropriate campus resources.

Pre-Health Professions

Students planning careers in the health professions such as medicine, dentistry, pharmacy, physician assistant, physical therapy, and nursing should carefully plan their academic schedules. There is no prescribed major for the health professions-any recognized college major is acceptable. However, each professional school in the health fields has specific admission requirements in science. All professional schools in health care are looking for a record of superior achievement.

Preparing for a career in health care entails commitments beyond standard academic course work. Up to 1000 hours of clinical experience is necessary for admission to specific programs such as physician assistant. Scheduling during the undergraduate years at Meredith should include consideration of obtaining clinical experience.

Dr. Francie Cuffney, Associate Professor of Biology and Health Sciences, is the coordinator for pre-health professions advising. Students should keep in contact with Dr. Cuffney throughout their academic career, no matter what their chosen major. Advisors will work with students to insure admission requirements are met as well as guide them through the application process for the various graduate and professional programs.

Pre-Veterinary Medicine

Students planning their careers in veterinary medicine should carefully plan their academic schedules. There is no prescribed major for veterinary medicine, however, each veterinary school has specific admission requirements in science. All veterinary schools are looking for a record of superior achievement.

Preparing for a career in veterinary medicine entails commitments beyond standard course work. Students should have a minimum of 600 clinical hours as either a paid or volunteer assistant and are seriously encouraged to exceed this number. Veterinary schools have high standards and the competition is intense. Students applying to the NCSU Veterinary College must take the GRE before the fall application deadline of their senior year and are encouraged to apply for it during the spring of their junior year. No more than two of the courses listed by NCSU as necessary for application can be pending in the spring of the senior year.

Dr. Larry Grimes, Professor of Biology and Health Sciences, is the pre-veterinary medicine advisor. Pre-veterinary students should keep in contact with Dr. Grimes throughout their academic career no matter what their chosen major. Advisors will work with students to make sure that admissions requirements are met as well as guide them through the clinical experiences and the application process.

Pre-Law

Students intending to go to Law School should plan their academic program at Meredith to emphasize writing, speaking, understanding of human institutions and values in connection with law, and analytical reasoning. Law Schools do not prescribe a specific program or major but insist on a broad background in the liberal arts with an emphasis on courses which will help students develop the skills listed. Because entrance requirements differ among law schools, prospective law students should obtain information from the law schools they expect to apply to as early as possible. Students should be aware that successful completion of the Law School Admission Test (LSAT) is a requirement for admission to most law schools. Professor in Political Science Clyde Frazier is the coordinator for pre-law advising. Students should contact Dr. Frazier for additional information on pre-law.

Engineering Dual Degree Program

The Engineering Dual Degree Program is an agreement between Meredith College and North Carolina State University whereby an undergraduate student can attend Meredith College for about three years and then attend North Carolina State University's College of Engineering for approximately two years. During her third year at Meredith, the student will most likely take some courses at both Meredith and at NCSU. After successful completion of the admission, transfer, and academic requirements of both institutions, the student will be awarded a Bachelor of Arts degree in either Chemistry or Mathematics from Meredith College and a Bachelor of Science degree in Chemical or Environmental Engineering, with Chemistry, or Civil, Computer, Electrical or Industrial Engineering, with Mathematics, from NCSU.

Students are encouraged to enroll in this program during Summer Registration before the first semester of their freshman year; they should declare their Meredith major during their first semester at Meredith and they will be assigned as an advisor one of the Engineering Program Coordinators, Dr. Charles Lewis or Dr. Cammey Cole. Students who declare their major after the first semester may need more than five years to complete both degree programs.

Students must maintain a GPA of 3.0 or better while at Meredith to continue enrollment in the program. Admission to NCSU College of Engineering is dependent on GPA and the successful completion of a set of required courses. (*See College of Engineering transfer web site for a list of current requirements:* **http://www.engr.ncsu.edu/students/docs/transfer.html**, select "Transfer Admission Requirements and Application.")

Professional Writing and Presentation Media

Coordinated by the Department of English, the minor in Professional Writing and Presentation Media is a 21-hour interdisciplinary program open to all students. Courses in professional writing, graphic design, and speech may be combined with electives in art, creative writing, journalism, business, and computer information science. A student enrolled in the minor is encouraged to complete an internship related to her communication interests and career goals. *Requirements for this program appear on page 85.*

Criminal Justice

The Criminal Justice Studies minor at Meredith provides education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy, and pertinent social and historical forces are included. Students may complete the minor as an accompaniment to any major. The Criminal Justice Studies minor will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. The Sociology and Political Science programs coordinate this program. *Requirements appear on page 92.*

Experiential Learning

Students are encouraged to explore career possibilities through internships, cooperative education, and service experiences in the community. Many of these may be taken for course credit, and some placements offer stipends as well. The Career Center directs the Cooperative Education program, and individual departments can arrange and supervise internships. These and other types of experiential learning—student teaching, study abroad, undergraduate research, reflection leadership and service learning—fulfill general education program requirements.

Post-Baccalaureate Dietetic Internship

The Dietetic Internship (DI) builds on the academic preparation of Didactic Programs in Dietetics which provides the knowledge requirements in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the American Dietetic Association. The program, which runs from August to May of each year, includes 35 hours per week in supervised clinical work settings and prepares men and women to sit for the Registered Dietitian's examination. A DI may be done either before or after a Master of Science in Nutrition.

Paralegal Program

During the past two decades, paralegals have become increasingly visible and valued members of the legal profession. Although paralegals cannot independently give legal advice to clients, represent clients in court, accept a case or set a fee, they have earned key roles in the legal services team, performing substantive legal work delegated by attorneys.

The Meredith Paralegal Program is a certificate program for women or men who have earned a bachelor's degree in any major. Established in 1979, the program is approved by the American Bar Association. The program can be completed in the evening over two semesters.

Training as a paralegal focuses on legal principles and skills which can be transferred to many other occupational settings or serve as a foundation for law school. Classes are taught by experienced local attorneys and paralegals with a focus on practical skills, enabling graduates to be effective the first day on the job. Internships complement classroom instruction and often lead to career opportunities.

A strong emphasis on legal research, writing and analytical skills provides a solid foundation for later transition to law school and further career development. Two of the core courses in the curriculum, Legal Survey and Legal Research, are offered for undergraduate credit through the Department of History and Political Science and are recommended for students considering entering the paralegal profession or entering law school.

Paralegal Program graduates enjoy a wide variety of employment opportunities. Most work in private law firms, while others are employed in corporate legal departments, banks, and government agencies. Graduates have successfully translated their legal skills and experience to such fields as human resources, trust and estate administration, municipal administrations, purchasing and property management. More than 85% of the program's graduates find employment within three months of completing their studies.

Admission is competitive and based on the applicant's undergraduate and other relevant performance and potential for future success in the program and in the paralegal field. Further information is available at 760-2855, or on our website at: **www.meredith.edu/legal/**.

Interdisciplinary Opportunities

Academic disciplines often intersect with one another as they explore common topics and issues. Interdisciplinary programs highlight methodologies and underlying assumptions as they pose complex questions and challenges to students and faculty. Meredith offers interdisciplinary minors in Women's Studies, Medieval/Renaissance Studies and Cross-Cultural Skills. Approved courses in general education and major fields may be used to earn these minors.

Women's Studies Minor

Understanding gender perspectives and women's issues can bring focus to any course of study—from economics to physical education—just as nearly every profession today acknowledges gender in some significant way. From communication and education to consumer practices and health issues, sex and gender receive attention through corporate decision-making, public policy and family dynamics. The 18-credit Women's Studies minor integrates the study of women's lives with the general curriculum to heighten awareness of women's issues in sexual, cultural, racial, ethnic, and theoretical dimensions. *Students planning careers in law, medicine, business, public policy, social service, education or any post-graduate academic field will enhance their credentials with this minor. Requirements appear on page 110.*

Medieval and Renaissance Studies Minor

Enduring questions about humanity often arise from great moments in history and culture. Centuries after the deaths of Shakespeare, Galileo, Michelangelo and da Vinci, scholars in the humanities, the sciences and fine arts continue to wonder what influences led civilization from medieval piety and armor to the confidence and curiosity associated with the Renaissance. Students pursuing the Medieval and Renaissance Studies minor at Meredith join in these and related discussions in an 18-credit sequence of interdisciplinary courses, including opportunities for research and study abroad. *Requirements appear on page 100.*

Center for Women in the Arts

The Meredith Center for Women in the Arts presents performances, lectures, exhibits and concerts by noted professionals, faculty and students that are open to the general public. The express purpose of programming is to explore artistic boundaries, create interdisciplinary intersections, examine thought-provoking content and utilize the arts to explicate issues. The mission of the center is to provide a venue dedicated to artistic excellence and intellectual rigor as a public service to Meredith and the greater community. Thus, the Center for Women in the Arts logo, which appears on all sponsored events, represents a commitment to quality programming as an aesthetic educational process.

The presence of the Center for Women in the Arts helps contribute to a campus environment that actively supports the pursuit of a career in visual art, dance, theatre, music or creative writing. Excellent campus facilities are extended by the close proximity of the North Carolina Museum of Art, North Carolina Symphony and a host of professional dance and theatre and music companies, art galleries and design firms. Internship opportunities abound, offering students applied experience in their chosen discipline as well as valuable contacts.

To find out about upcoming programming in the arts, go to **www.meredith.edu/enews/** and click on galleries, dance and theatre performances or music performances. You may also call the School of the Arts at (919) 760-8622 for information. To make reservations for ticketed events, call the Box Office at (919) 760-2840.

Academic Support Services

Learning Center

The Learning Center provides free, one-on-one tutoring to Meredith students. The tutors are Meredith students who have excelled in their coursework and have been trained to assist their peers. We specialize in tutoring mathematics, grammar and writing for all subjects. Help in foreign languages and other subjects varies by semester. Check our website for our offerings and hours. To make an appointment, sign up outside the Learning Center in 122 Jones, call 760-2800 or visit us at **www.meredith.edu/learn** and submit an online request.

Carlyle Campbell Library

The Carlyle Campbell Library is the academic heart of the College and a center for intellectual exchange. Library staff are eager to help students, faculty, and staff examine research topics and make the best possible use of available resources. In support of research the Library's holdings include more than 190,000 volumes, 7,000 videos, and 7,700 musical scores. Also available are online, full-text versions of articles from thousands of academic periodicals. Electronic databases and indexes are accessible anywhere on campus. Off campus access is also possible with the use of a password. The Library also maintains the College Archives, material related to the history and people of the College.

To enhance the exchange of ideas and the pursuit of research endeavors, the library provides both individual and group study areas. The LINC Center on the ground floor has 15 computers, two networked printers, and a scanner. Also available in the Library are video viewing stations and music listening stations.

The Reference Department assists the Meredith community with research. Librarians staff the main floor Information Desk during most Library hours and offer group instruction for classes in all disciplines. Reference Librarians will help locate material wherever it is—Meredith or worldwide. They can arrange borrowing privileges with Cooperating Raleigh College libraries.

The Library's Media Services Department provides media and instructional equipment, training, and support. Laptops, data projectors, sound systems, and video cameras may be requested for use on campus. Media Services staff support video production and presentations for the college. Media Services also manages Meredith Cable Television, which broadcasts international news, foreign language programming, videos, campus announcements and instructional materials.

The Music Library, located in Wainwright Music Building, houses an extensive collection of scores, musical recordings, and instructional materials. The Listening Room contains compact disc players, tape decks, and turntables for individual listening. Study areas are also available in the Music Library.

Technology Services

Over the past five years the Meredith Technology Initiative has greatly expanded the college's technological capabilities, both in academic support and campus communication. The Technology Services Department employs professionals with expertise in networking, hardware and software support, voice communication, and instruction.

Meredith maintains wired and wireless networks, numerous general use and specialized computer labs, and an online instructional package called Blackboard. All Meredith students are given email accounts. Incoming full-time freshmen receive IBM/Lenovo laptop computers and wireless network cards; these machines are refreshed during the junior year and given to qualifying students at graduation. Technology Services staff maintain and support these computers and other campus technology applications with phone in, walk-in, or email services. In addition, there are students trained as technical assistants living in the residence halls. Instruction in hardware and software is scheduled during fall orientation and throughout the academic year. For locations of computer labs, as well as a comprehensive discussion of services available, visit **www.meredith.edu/techserv/**.

Disability Services

Disability counselors in the Counseling Center provide, arrange, and coordinate accommodations for students in courses, programs, services, activities, and facilities. The staff maintains disability-related documents, certifies eligibility for services, determines reasonable accommodations and develops plans for the provision of such accommodations for students with disabilities.

Meredith College's goal is to create an accessible community where people are judged on their abilities, not their disabilities. The staff strives to provide individuals with the tools by which they can better accomplish their educational goals.

In post-secondary settings, it is the student's responsibility to request accommodations, if desired. Students are encouraged to contact the Disability Services office at 760-8427 or **disabilityservices@meredith.edu** for an appointment. It is important to remember that not every student with a disability needs an accommodation. It is equally important to remember that even though two individuals may have the same disability, they may require different accommodations.

Academic Programs

Through its strong general education program integrated with in depth study in a major, Meredith College provides undergraduate academic programs that show our commitment to the liberal arts and professional studies as a preparation for life, for careers, for graduate studies, and for engaged leadership. The undergraduate and graduate programs at Meredith College are administered through six schools in which departments are organized for disciplinary and interdisciplinary learning. The six schools are organized as follows:

- **School of the Arts:** Department of Art, Department of Dance and Theatre, Department of Music
- **School of Business**
- **School of Education**
- **School of Health and Human Sciences:** Department of Health, Exercise and Sports Science, Department of Human Environmental Sciences
- **School of Humanities and Social Sciences:** Department of Communication, Department of English, Department of Foreign Languages and Literatures, Department of History and Political Science, Department of Psychology, Department of Religion and Philosophy, Department of Sociology and Social Work
- **School of Natural and Mathematical Sciences:** Department of Biology and Health Sciences, Department of Chemistry, Physics and Geosciences, Department of Mathematics and Computer Science

Meredith's general education curriculum, entitled "Making Connections—Making a Difference," describes the active and relevant learning experiences offered to Meredith students, not only in general education courses, but in all academic programs.

General Education: Making Connections—Making a Difference

Meredith's General Education encourages students to develop a breadth of skills and knowledge for the 21st century, to serve their communities through civic engagement, and to become independent and lifelong learners. Through courses in the liberal arts and sciences, and in their majors students work toward the following goals:

- **Gain knowledge of self, others, and the world** through courses in many academic disciplines
- **Think critically, quantitatively, and creatively** by applying analytical, interpretive, and expressive skills
- **Communicate effectively** as a listener, speaker, writer, and researcher
- **Participate responsibly and ethically in society, the global community, and the natural world** by applying knowledge and skills toward new understandings of self and others
- **Develop a broad and discerning understanding of the richness of artistic expression and creative imagination** through immersion in aesthetic experiences and study of artistic influences upon culture
- **Develop a thoughtful awareness of the spiritual dimension of human experience** by reflecting upon one's spirituality in the context of the world's religions and philosophies.
- **Lead physically active, health-enhancing lives** through engaging in wellness behaviors.
- **Develop an understanding of the complexity of knowledge and a desire to engage in lifelong learning** by applying knowledge, skills, and new understandings to all dimensions of life.

Information about each department and the majors and minors within them begins on page 60.

General Education Requirements

All degree candidates entering Meredith in Fall 2003 or later follow the general education requirements published here.

Requirement	Credits	Courses, Competencies, and Experiences that fulfill General Education Requirement categories
THE CORE CURRICULUM		
1. CORE 100 The Context of Culture To be completed freshman year	4	The Context of Culture CORE 100
2. CORE 200 Cultural Connections To be completed sophomore or junior year.	Variable*	CORE 200-course linkages: CORE 201, CORE 203, CORE 204, CORE 205, CORE 206, CORE 207, CORE 208, CORE 210. All Approved Meredith Study Abroad Programs, Borderlinks semester on the border, Danish International Study, SWK 203 (Summer), and a variety of other approved study abroad programs.
3. CORE 400 Global Perspectives Must have completed 75 credit hrs. to enroll	3	CORE 401, CORE 402, CORE 403, CORE 404, CORE 405, CORE 406
4. ENG 111 Principles of Writing	3	Principles of Writing ENG 111
5. ENG 200 Texts and Contexts	3	Texts and Contexts ENG 200
6. Western Civilization or History in the 20th Century	3	HIS 101, HIS 102 or HIS 103
7. An introductory Religion course	3	REL 101, REL 102, REL 103, REL 104, or REL 105
FIELDS OF KNOWLEDGE		**A course may only fulfill one Fields of Knowledge requirement**
8. Data Analysis, Abstract Reasoning, and Problem Solving		
Mathematics	3	Any MAT course except MAT 090
Quantitative elective	3	Any MAT course OR CSC 101, ESS 320, GEO 203, PHY 211, PHY 212, PSY 200
9. World Cultures and Languages Demonstrate Foreign Language competency at the intermediate-mid level OR complete 12 credits in foreign language courses, with 9 in one language.		Determined by a competency test in the chosen language. SPA, FRE, ITA, GER, or LAT. See page 58 for complete information.
Literature elective	3	COM 325, ENG 202, ENG 203, ENG 206, ENG 242, ENG 330, ENG 335, ENG 340, ENG 345, ENG 350, ENG 352, ENG 355, ENG 356, ENG 357, ENG 359, ENG 360, ENG 364, ENG 365, ENG 367, ENG 368, ENG 370, ENG 371, ENG 495, FRE 308, FRE 309, FRE 364, FRE 365, MRE 201, REL 262, REL 265, REL 266, REL 285, SPA 308, SPA 351, SPA 352, SPA 354, SPA 353.
Cultural Perspectives elective	3	All HIS, PHI, and REL above 100 level, and ART 142, ART 220, ART 222, ART 315, ART 323, ART 324, COM390, DAN 155, DAN 156, DAN 200, DAN 359, EDU 345, FRE 301, FRE 302, FRE 303, FRE 305, FRE 306, FRE 309, FRE 365, HIS 260, MRE 201, MUS 214, MUS 215, MUS 310, MUS 311, MUS 312, MUS 313, SOC 260, SOC 335, SPA 302, SPA 303, SPA 304, SPA 305, SPA 306, SPA 307, SPA 308, SPA 321, SPA 352, SPA 353, THE 114, THE 350, and WST 200.
10. Scientific Literacy		
Laboratory science one 3-credit science course with a 1-credit lab	4	BIO 101/141, BIO 322/342, CHE 111/141, GEO 200/240, OR PHY 211/241
Science in Society elective	3	BIO 203, BIO 254, BIO 322/342, CHE 100, CHE 112/142, EDU 359, GEO 326, PHY 212/242, SCI 203. Only students seeking K-6 licensure may fulfill this requirement by taking the following courses: BIO 101/141, GEO 200/240, AND EDU 359.
Social and Behavioral Sciences	6	All POL, SOC, ECO (except ECO 274), and all PSY. Also, COM 260, GEO 205, GEO 322, GEO 368, IDS 350, WST 200.
11. Aesthetics and the Arts Art, Dance, Music or Theatre	3	Any ART, MUS, THE, or DAN
12. Health and Physical Learning Physical Education or Dance activity courses, Health Education courses Either 4 credits in PED/DAN activity courses or 3 PED/DAN activity credits plus 2–3 HED credits	4–6	All Physical Education (PED) activity courses. The following Dance activity courses: DAN 151, DAN 152, DAN 153, DAN 154, DAN 155, DAN 156, DAN 157, DAN 158, DAN 159 DAN 251, DAN 252, DAN 253, DAN 254, DAN 258, DAN 259, DAN 351, DAN 352, DAN 353, DAN 354, DAN 451, DAN 453, DAN 454, DAN 456. Health Education Courses: HED 100, HED 200, HED 220, HED 282, HED 320.
ACROSS THE CURRICULUM THREADS, EXPERIENTIAL LEARNING, TECHNOLOGY COMPETENCY		
13. Across the curriculum threads 2 Writing intensive courses, 1 Oral communication course, 1 Ethics course, and 1 Information Literacy course.		Specific courses identified in each semester's course schedule—find these in your major requirements or in other required general education courses.
14. Experiential Learning		
Attendance at convocations and cultural events		12 events See note, next page
1 approved experience		See note, next page
15. Fundamental Technology Competency		Fulfilled through CORE 100 and one MAT course (See page 58.) OR through alternative methods of completion. See chart, next page

**Variable credit determined by the combination of courses taken. If two Fields of Knowledge courses are used for this requirement, no additional credits accrue or are necessary to fulfill this requirement.*

Courses, Competencies, and Experiences that fulfill General Education Requirement categories, continued from page 55

Attendance at convocations and cultural events—These could include plays, musical performances and performing arts concerts, public lectures, presentations, poetry readings, art and museum shows or gallery openings, film festivals, cultural events such as a pow wow or international festivals, participation in assigned performances or events through university or college courses, convocations, college diversity events and speakers, other events on the Meredith campus, and programs offered at area colleges and universities, museums, theaters, and other venues.

Experiential learning requirement—Experiential learning requirement can be fulfilled through courses such as field experiences, internships, approved practica; service learning, student teaching , study abroad and undergraduate research; This requirement may also be fulfilled through the Sophie Lanneau leadership development program, the Leadershape Institute; and the Reflection Leadership Program.

General Education: Foreign Language Requirement

(See p. 104 for Bachelor of Music FL requirement)

Methods for demonstrating competency.

Students whose first language is English may demonstrate intermediate-mid level competency in a foreign language through any of the ways listed below:

THROUGH ON-CAMPUS TESTING OR COURSE WORK:

○ Pass a Meredith College foreign language competency test
○ Complete two 3-credit, 300-level courses in a single foreign language with a grade of C or better
○ Complete FRE304, FRE308 or FRE309 with a grade of C or better
○ Complete SPA303, SPA304 or SPA308 with a grade of C or better

THROUGH OFF-CAMPUS TESTING OR COURSE WORK:

○ Complete at least two 3-credit courses at intermediate or advanced level during a semester-long program of approved study abroad in a country where the target language is an official language
○ Present a score of 5 or better on the International Baccalaureate (IB) higher-level exam in FRE, GER, or SPA
○ Present a score of 4 or better on the Advanced Placement (AP) exam in FRE, GER, or SPA Language, 4 or better in Latin/Lit. or Latin/Vergil
○ Present a score of 600 or better on an SAT II Latin test

Meeting the requirement *without* demonstrating competency.

If the student does not demonstrate competency in one language through any of the 8 methods listed above, she will complete 12 credit hours in foreign language as a graduation requirement. Nine (9) of those credit hours must be in one language.

General Education Program Fundamental Technology Competency Requirement

Fundamental Technology Competency addresses expectations of all students in all disciplines, and thus, is a component of the General Education Program.

Fundamental Technology Competency Table

Computer Skill	Meredith Course where skill is met	Representative Activities
Mastery of office productivity suite software, such as word processing, spreadsheets, presentation soft ware, and/or HTML editors	Core 100	• Creating, editing, and resubmitting of word processing documents required • Detailed individual oral presentation assignment requiring the use of computer software.
Familiarity with a new piece of software and exploring its features or familiarity with additional/new uses of already-known software	MAT 130, 141, 143, 144, 211, 212, 245, 290 or 313	• Exposure to and regular classroom use of one of the following software packages: Java applets, TI Interactive, Graphing Calculator software, Logger Pro, Maple, Fathom, Excel or TI-83+ or TI-92 graphing calculators
Familiarity with software and/or technology tools that facilitate the management, analysis, computation, and/or interpretation of quantitative information	MAT 130, 141, 143, 144, 211, 212, 245, 290 or 313	• MAT 130—Use of Java applets to visualize mathematical concepts • MAT 141, 143, & 144—Use of graphing utilities to explore function behavior • MAT 211, 212, 290, & 313—Use of graphing utilities and computer algebra systems to explore function behavior and to perform advanced computation • MAT 245—Use of statistical analysis software to organize & visualize data, and to compute both descriptive and inferential statistics
Mastery of electronic communication, including email, attachments, Blackboard features, or listservs	Core 100 and MAT 130, 141, 143, 144, 211, 212, 245, 290 or 313	Blackboard use required for course participation, readings, or web assignments • Specific assignments requiring email attachments to instructor.

To learn more about general education at Meredith please visit **www.meredith.edu.academics/gened/**.

Majors and Concentrations

Majors

Art

- Art Education
- Graphic Design
- Pre-Art Therapy
- Studio Art

Biology

- Biology (BA)
- Biology (BS)
- Environmental Science
- Health Science
- Molecular Biology

Business

- Accounting
- Business Administration
- Economics

Chemistry

- Chemistry (BA)
- Chemistry (BS)

Communication

- Interpersonal Communication
- Mass Communication

Dance and Theatre

- Dance Education
- Musical Theatre
- Performance and Choreography
- Studio Teaching
- Theatre

English

Environmental Studies

Exercise and Sports Science

- Health and Wellness
- Physical Education

Foreign Languages

- French
- Spanish

History and Political Science

- American Civilization
- History
- International Relations
- International Studies
- Law and Justice
- Political Science
- Public History

Human Environmental Sciences

- Child Development
- Fashion Merchandising and Design
  - Merchandising Concentration
  - Design Concentration
- Family and Consumer Sciences
- Foods and Nutrition
- Interior Design

Mathematics and Computer Science

- Computer Information Systems
- Computer Science
- Mathematics (BA)
- Mathematics (BS)

Music

- Music (BA)
- Music Education (BM)
- Music Performance (BM)
  - Composition
  - Instrument
  - Keyboard
  - Piano Pedagogy
  - Voice

Psychology

Religion

Sociology and Social Work

- Sociology (BA)
- Social Work (BSW)

Women's Studies

Minors

Art

- Art History
- Studio Art

Biology

Business

- Accounting
- Business Administration
- Economics
- Finance
- Human Resource Management
- International Business
- Marketing

Chemistry, Physics and Geoscience

- Chemistry
- Chemical Physics
- Geoscience

Communication

Criminal Justice Studies

Dance

English

- English
- Professional Writing and Presentation Media

Exercise and Sports Science

Foreign Languages

- French
- German
- Italian
- Spanish

History and Political Science

- American Civilization
- History
- International Studies
- Political Science
- Public History

Human Environmental Sciences

- Child Development
- Fashion Design
- Family and Consumer Sciences
- Foods and Nutrition
- Interior Design
- Fashion Merchandising

Mathematics and Computer Science

- Computer Studies
- Mathematics
- Mathematics and Computer Applications
- Statistics

Medieval and Renaissance Studies

Music

Philosophy

Psychology

Religion

Sociology

Theatre

Women's Studies

Licensure Programs

- Birth-Kindergarten
- Elementary Education
- Middle Grades Teacher Education
  - Communication Skills
  - Mathematics
  - Science
  - Social Studies
- Grades 9–12
  - Biology
  - Chemistry
  - English
  - Mathematics
  - Social Studies
- Workforce Development: Teaching Family and Consumer Sciences (7–12)
- Grades K–12
  - Art
  - Dance
  - English as a Second Language
  - French
  - Music
  - Physical Education
  - Spanish
  - Theatre

ART

Professor FitzSimons, Head; Professor Bailey; Associate Professors Banker, Mulvaney, Pearce, Terry; Assistant Professors Fine, Hayes, Johnstone; Adjuncts Beatty, Hill, Lewis, Roth, M. Scherr, S. Scherr, Springer, Stair, Stewart; Emerita Greenberg, Short.

The student who studies art at Meredith learns to function creatively through a variety of experiences to gain an understanding of the artistic process and human culture. The student is strongly encouraged to begin the program the first semester of her freshman year.

To receive transfer credit, students must get approval from the department head and have a portfolio review. Any course taken more than five years ago must be repeated, unless proficiency is proven through current portfolio work. .

Art majors complete a core curriculum of 25 credit hours. Majors are offered in studio art, graphic design and art education. A minor is offered in art history. Internships are available and encouraged in all concentrations. Through independent research courses, arranged with individual faculty members, a student may add even greater depth to her program in a particular area of interest. Design and history courses in interior design and fashion design are cross-listed as art courses and may be used as electives to plan specialized concentrations in art. A Pre-Art Therapy major is offered in conjunction with the Psychology Department.

The Art Department accepts AP credit in both art history and studio art with a score of three or above. AP Studies credit is awarded as general studio credit and does not meet specific course requirements.

The Art Department offers classes scheduled at night on a rotating basis so that the student with daytime commitments can complete most of the core curriculum requirements for a major. If space is available, the non-degree student can enroll in any art class through the Community Outreach office if required pre-requisites have been met. Contact the Art Department for further information for all of these policies.

The **mission** of the Meredith College Art Department is to provide a challenging, enriching and supportive environment for the artistic and intellectual growth of our students as individuals.

The **purpose** of the Department of Art is to provide a visual arts program which

○ supports the fine arts and humanities component of the general education requirements and makes connections across disciplines;

○ offers majors in studio arts, graphic design and art education based on a core curriculum of shared studio art and art history experiences;

○ offers an art history minor;

○ offers a Pre-Art Therapy major program in conjunction with the Psychology Department;

○ offers preparation for teacher licensure in art K-12;

○ encourages individual reflection as inseparable from production;

○ offers individualized instruction;

○ maintains an extensive exhibition program for instructional purposes and as a link with the greater community;

○ encourages student involvement in art beyond the Meredith community through community service, internships, travel, participation in shows and arts organizations; and

○ guides career choices based on individual strengths and interests.

A goal implicit in the statement of purpose above relates directly to the stated purpose of Meredith College: to provide a broad curriculum with beginning level courses open to all students. As a department, we want to maintain the quality of our students through recruiting efforts, by continually strengthening the content of our courses and by graduating students who believe their Meredith education could not be equaled by other schools. The key to achieving this aim is to provide unique and challenging opportunities for learning. Small class size is critical. There are opportunities for study abroad, internships, interaction with artists-in-residence and speakers, and travel to art centers and museums. Our most important goal is to help each student find value and voice through her own means of expression. Therefore, the program in visual arts has individualized instruction as its core philosophy, reflecting concern for the total person.

Objectives of the Art Department

A student taking a class in the visual arts program will

○ demonstrate competence in understanding concepts and acquiring skills germane to the class;

○ be exposed to the artistic production, philosophy and cultural context of creative people in diverse cultures;

○ apply skills and concepts to creative problem solving with an emphasis on original thinking in problem resolution;

○ participate in the assessment of her own work, that of others in the class, and that of professionals;

○ recognize the importance of visual literacy and the visual legacy to humankind past, present, and future;

○ develop visual observation skills; and

○ synthesize and apply information from many disciplines while seeking creative solutions to problems.

A major in the Art Department, in addition to the objectives above, will

○ demonstrate an individual voice through a culminating exhibit, portfolio, or research project;

○ attain highly developed visual observation skills; and

○ articulate orally and through writing original thoughts about art, the individual and society (past, present, future).

Majors/Minors in Art

The **Studio Art major** is designed for the student who intends to pursue the creation of visual art as a profession. The program provides preparation for graduate school or for many entry level art positions. The student should begin the major the first semester of the freshman year in order to avoid delays in graduation and allow time for internships and/or research studies.

The **Graphic Design major** combines a background in traditional art concepts with computer design skills. The program is structured to help the student produce a professional portfolio that will allow her to pursue a position in graphic design or entrance into a graduate design program. Internships are strongly encouraged as a vital component of the graphic education process.

The **Art Education major** is designed for those students who wish to teach art as a profession. The college offers a program leading to K–12 art licensure in conjunction with the School of Education. Ideally, the student should begin the program during the freshman year to accommodate the course requirements in both areas.

The **Pre-Art Therapy major** is a pre-professional program designed to prepare the student for graduate study in Art Therapy. The student interested in this area needs to have an excellent academic record to be a viable graduate school candidate. The student must demonstrate proficiency in both studio art and psychology courses. A culminating project is strongly encouraged.

The **Art History minor** is a suitable complement to many majors offered at Meredith College, including Religion, History, Women's Studies and others. The minor is also designed for art students who wish to pursue careers that focus on the management of art: museums, galleries, or community-based art organizations. The minor prepares students for graduate school as well as employment not limited to art history. Because the discipline requires analytical and critical thinking skills, both orally and in writing, art history is a favored path for those who plan to attend law school as well as many other diverse pursuits.

Majors in Art and Pre-Art Therapy

Art

The Core Curriculum—25 credit hours

ART 101 Drawing I	3
ART 105 2D Design	3
ART 201 Drawing II	3
ART 206 Color Theory	3
ART 221 Art History Survey I	3
ART 222 Art History Survey II	3
ART 324 Topics in Modern Art	3
ART 495 Portfolio Photography	1
ART 496 Professional Practices	3

Studio Art Major—49 credit hours

The Core Curriculum	25
ART 207 3D Design	3
ART 300 Computer Design	2
ART 393 Junior Seminar	3
Art History elective	3
Electives chosen from the following:	15

- ART 130 Photography I (3)
- ART 160 Ceramics I (3)
- ART 210 Painting I (3)
- ART 220 Non-Western Art History (3)
- ART 230 Photography II (3)
- ART 260 Ceramics II (3)
- ART 248 Techniques of Illustration (3)
- ART 270 Fibers (3)
- ART 275 Metals & Jewelry (3)
- ART 310 Painting II (3)
- ART 323 Topics in Art History (3)
- ART 330 Photo Techniques & Processes (3)
- ART 350 Printmaking (3)
- ART 365 Sculpture (3)

Graphic Design Major—64 credit hours

The Core Curriculum	25
ART 130 Photography I	3
ART 140 Intro to Graphic Communication	3
ART 230 Photography II	3
ART 245 Typography and Layout	3
ART 248 Techniques of Illustration	3
ART 342 Digital Imaging	3
ART 393 Junior Seminar	1
ART 394 Graphic Design Studio	3
ART 404 Book Design	2
ART 494 Senior Portfolio	1
ART 497 Web Design Studio	2
Electives chosen from the following:	6

- ART 104 Oak Leaves (1)
- ART 160 Ceramics I (3)
- ART 207 3D Design (3)
- ART 210 Painting I (3)
- ART 220 Non-Western Art History (3)
- ART 270 Fibers (3)
- ART 275 Metals & Jewelry (3)
- ART 323 Topics in Art History (3)
- ART 330 Photographic Techniques & Processes (3)
- ART 350 Printmaking (3)
- ART 404 Book Design (2)
- ART 499 Research in Art (3)
- ART 920 Directed Independent Study (1–3)
- ART 930 Community Internship (1–3)

Art Education Major—86 credit hours

The Core Curriculum	25
Art History elective	3
ART 160 Ceramics I	3
ART 207 3D Design	3
ART 210 Painting I	3
ART 270 Fibers	3
ART 275 Metals & Jewelry	3
ART 300 Computer Design	2
ART 350 Printmaking	3
ART 365 Sculpture	3
ART 393 Junior Seminar	1
ART 734 Foundations in Art Education	3
ART 735 Teaching and Methods: Art Pre K–5	3
ART 736 Teaching and Methods: Art in Grades 6–12	3
EDU 232 Foundations	3
EDU 234 Ed Psych	3
EDU 241 Introduction to Instructional Media	3
PSY 210 or 310 Developmental	3
PSY 312 Exceptional	3
SOC 335 Race and Ethnic Relations	3
EDU 450 Reading	2

EDU 440 Seminar	1
EDU 466 Pre-Adolescent or EDU 467 Secondary School	3
Art History elective chosen from the following:	3
ART 220 Non-Western Art History (3)	
ART 323 Topics in Art History (Pre-modern, topics rotate) (3)	
EDU 490 Student Teaching	6

Foreign language competency at an advanced level is recommended, especially if graduate study in art history is anticipated.

Three hours of history above the 100 level are also recommended. Other guided electives may be chosen.

Pre-Art Therapy—49 hours

ART 101 Drawing I	3
ART 105 Two-Dimensional Design	3
ART 206 Color Theory	3
ART 210 Painting I	3
ART 160 Ceramics I	3
ART 734 Foundations in Art	3
ART 735 Teaching and Methods: Art PreK–5	3
ART 736 Teaching and Methods: Art in Grades 6–12	3
PSY 100 Intro to Psychology	3
PSY 200 Statistical Methods in Psych	3
PSY 210 Life Span Developmental or PSY 310 Psych of Children and Adolescents	3
PSY 300 Research Methods in Psychology	4
PSY 312 Psych of Exceptional Individual	3
PSY 320 Abnormal Psychology	3
PSY 332 Perception	3
PSY 420 Theories of Personality	3

MINORS IN ART

Minor in Studio Art—21 hours

ART 101 Beginning Drawing I	3
ART 105 Basic 2-D Design	3
Art History Survey I or II	3
Area of Specialization in upper level courses (200 and above)	6
Art electives	6

Art History Minor—24 credit hours

ART 221 Art History Survey I	3
ART 222 Art History Survey II	3
ART 323 Topics in (pre-modern) Art	3
ART 324 Topics in Modern Art	3
ART 492 Art History Theory & Methods	3
ART 494 Senior Project: Thesis	3
or ART 498 Honors Thesis in Art History	3
or ART 499 Research in Art (History)	3
Electives chosen from the following:	6

ART 101/105 Drawing I or 2D Design (3)
ART 130 Photography I (3)
ART 160 Ceramics I (3)
ART 201 Drawing II (3) *(prerequisite ART 101)*
ART 207 3D Design (3) *(prerequisites ART 101, 105)*
ART 220 Non-western Art History (3)
ART 299 Research in Art (3)
(prerequisites ART 101, 105 and 221 or 222)
ART 300 Computer Design (2)
ART 323 Topics in (pre-modern) Art (3)
(prerequisite ART 221 or 222)
ART 324 Topics in Modern Art (3)
(prerequisite ART 221 or 222)
ART 499 Research in Art (3)
(prerequisites ART 206 and 221 or 222)
MRE 201 Pilgrims, Poets & Prophets (3)
HIS 304 Greek and Roman History (3)
HIS 308 Twentieth-Century Europe (3)
HIS 314 Colonial America (3)
HIS 319 Contemporary American History (3)
HIS 385/REL 385 Europe in the Middle Ages (3)
HIS 387/REL 387 Age of Renaissance and Reformation (3)
ENG–Any 300-level English literature course (3–6)
(prerequisites ENG 111, 200)
SPA, FRE, GER, ITA Any 300-level
Foreign literature course (3–6)
REL 252 Religion & the Arts in Asia (3)
(prerequisite one 100-level REL course)
REL 284 Sin, Satan & Evil (3)
(prerequisite one 100-level REL course)
REL 351 Comparative Mysticism (3)
(prerequisite one 100-level REL course)
REL 382 (History of Christianity (3)
(prerequisite one 100-level REL course)
REL 383 Religion in U.S. History (3)
(prerequisite one 100-level REL course)

— For Art classes, see pages 112–116.

BIOLOGY AND HEALTH SCIENCES

Professor Mecham, Head; Professors Grimes, Reid, Swab, Wolfinger; Associate Professor Cuffney; Assistant Professor Agorham; Adjuncts Crumpler, Dreyer, Engell, Hjelmeland, Knopp, Mosley, Rabe.

Biology and Health Sciences meets the needs of Meredith's liberal arts students by providing introductory and upper level courses that prepare non-majors to become more knowledgeably involved in science issues facing society. The department prepares majors and minors for success in graduate school, professional programs, and employment in wide ranging areas within the biological and health sciences. Biology courses at all levels provide opportunities for in-depth exposure to many areas of the biological sciences, for fostering skills in using the scientific process through investigative work, and for enhancing creative learning.

Goals of the Department are as follows:

Upon completion of their Bachelor of Arts or Bachelor of Science in Biology all graduates will have:

○ obtained scientific literacy and be able to read and critically evaluate the literature of science.

○ an understanding of scientific methods and be capable of using them to solve problems.

○ developed analytical and observational skills.

- obtained a set of modern laboratory skills and techniques.
- gained a broad knowledge base to allow them to relate science to other disciplines and to society as whole.
- be fluent in the major concepts, theories, and laws within the life sciences and be able to relate and connect them to the physical sciences.
- an understanding of the cellular and evolutionary basis of modern biology.
- the ability to relate structure and function at the molecular, cellular, organism, and ecological levels of organization.
- an understanding of the diversity of life and connectedness of all living systems.
- be able to describe the flow of genetic information.
- have an historical understanding of modern biology and an awareness of the major scientists that have contributed to its development.
- an appreciation of the various careers and professions available to biological scientists.

CAREER DIRECTIONS

Biology and Health Science majors are prepared for careers in laboratory or field work, research, teaching, government service or advanced education.

The **Biology Major** focuses on the study of organisms as living units and as biotic components of ecosystems. Graduates of this concentration are prepared to attend graduate school in one of the diverse areas of botany, zoology, or ecology or to follow career paths in teaching, laboratory or field research, museums, natural areas, and travel-related occupations.

The **Health Science concentration** combines well with a student's preparation for medical, dental, pharmacy, or veterinary school. It also provides a strong basis for life and health science careers such as physician assistant, physical therapy, and nursing.

The **Molecular Biology concentration** prepares students to pursue graduate study or laboratory work in molecular biology, genetics, microbiology, cell biology, biochemistry, physiology, or medicine.

The **Environmental Science concentration** focuses on scientific issues and research related to the environment. Graduates have numerous job opportunities: teaching and curriculum development; research, opportunities with non-profit organizations; field work in natural areas; positions in recreation, environmental consulting, technical writing, policy making, or waste management.

The **Environmental Studies Major,** a more interdisciplinary major than the Environmental Science concentration, offers a wide range of job opportunities in these same areas for students who prefer to focus on the social, economic, and political aspects of environmental issues.

RESOURCES

The **Department of Biology and Health Sciences** is housed in the new **Science and Mathematics Building** that opened in January 2003. This facility contains general and advanced laboratories for specialized study in undergraduate research, physiology, anatomy, invertebrate zoology, parasitology, microbiology, molecular biology, cell biology, biochemistry, genetics, evolution, ecology, field biology, and environmental science. An advanced light and electron microscope suite, greenhouse, animal room, photobiology unit, curriculum lab, library, and museum are, in addition to the nine student/faculty research laboratories, designed for student-faculty collaborations on original research. Research and cooperative opportunities are also available at many Raleigh/Durham/Chapel Hill/Research Triangle research facilities and laboratories. Meredith College is a charter member of the **Glaxo Smith-Kline Women in Science Scholars Program** and the **Howard Hughes Medical Institute Summer Research Intern program** administered by North Carolina State University.

There are numerous opportunities for Meredith College students to participate in research and courses at national and international study sites such as the School for Field Studies. Meredith College is an affiliated institution with the School for Field Studies which offers seven study abroad programs in the areas of ecology and field biology.

Credit Testing and Advanced Placement Biology Credit

Upon request, the department gives a placement exam to students who wish to receive credit for Biology 101. If scores indicate an adequate level of preparation, students receive credit for BIO 101 upon successful completion of BIO 141. Students who present an AP Biology score of 3 or above receive credit for BIO 101 and BIO 141.

Majors in Biology

B.A. in Biology: 45–50 hours

Required courses in Biology 30–32 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 211 and 241 Plant Biology and Lab	4
BIO 222 and 242 Invertebrate Zoology	4
or BIO 314 Parasitology	3
BIO 251 Cell Biology	3
or BIO 334 and 344 Microbiology and Lab	4
or BIO 431 and 461 Genetics and Lab	4
BIO 254 Evolution of Biological Systems	3
BIO 321 and 345 Comparative Vertebrate Anatomy and Lab	4
BIO 352 Symbiology	3
BIO 358 Aquatic Field Studies	2
or BIO 359 Terrestrial Field Studies	2

Required courses in Chemistry 12 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4

Required courses in Mathematics 3–6 hours

Prerequisite: MAT 141 or MAT 144 or competency

MAT 245 Statistics I	3

Recommended additional courses:

BIO 234 and 244 Principles of Ecology (4)
BIO 325 Environmental Science (4)

B.S. in Biology: 65–69 hours

Required courses in Biology 34–35 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 211 and 241 Plant Biology and Lab	4
BIO 222 and 242 Invertebrate Zoology	4
or BIO 314 Parasitology	3
BIO 254 Evolution of Biological Systems	3
BIO 321 and 345 Comparative Vertebrate Anatomy and Lab	4
BIO 334 and 344 Microbiology	4
BIO 352 Symbiology	3
BIO 358 Aquatic Field Studies	2
or BIO 359 Terrestrial Field Studies	2
BIO 498, 499 or 930 Honors Thesis, Senior Research, or Internship	3

Required courses in Chemistry 16 hours

CHE 111 and 141 General Chemistry I and La	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
CHE 436 and 446 Biochemistry and Lab	4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab	4
PHY 212 and 242 General Physics II and Lab	4

Required courses in Mathematics 7-10 hours

Prerequisite: MAT 144 or MAT 141 and MAT 143 or competency

MAT 211 Calculus I	4
MAT 245 Statistics I	3

Recommended additional courses:

BIO 234 and 244 Principles of Ecology (4)
BIO 325 Environmental Science (4)

B.S. in Biology with a concentration in Health Science: 66–69 hours

(This concentration combines well with Pre-Health Professional courses of study such as pre-medicine, pre-dentistry, pre-pharmacy, pre-physician assistant, pre-physical therapy and pre-veterinary medicine. See p. 51)

Required courses in Biology 35 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 251 Cell Biology	3
BIO 321 and 345 Comparative Vert Anatomy	4
BIO 323 and 343 Vertebrate Physiology	4
BIO 334 and 344 Microbiology	4
BIO 436 and 446 Biochemistry	4
Electives	8

Required courses in Chemistry 16 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
CHE 222 and 242 Organic Chemistry II and Lab	4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab	4
PHY 212 and 242 General Physics II and Lab	4

Required courses in Mathematics 7–10 hours

Prerequisite: MAT 144 or competency MAT 211 Calculus I.	4
MAT 245 Statistics I	3

B.S. in Biology with a concentration in Molecular Biology: 67–70 hours

Required courses in Biology 36 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 251 Cell Biology	3
BIO 256 Techniques in Microscopy	1
BIO 258 Techniques in Tissue Culture	1
BIO 334 and 344 Microbiology and Lab	4
BIO 356 Biotechnology	4
BIO 431 and 461 Genetics and Lab	4
BIO 436 and 446 Biochemistry and Lab	4
BIO 498, 499, or 930 Honors Thesis, Senior Research, or Internship	3
Electives	4

Required courses in Chemistry 16 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
CHE 222 and 242 Organic Chemistry II and Lab or CHE 350 Quantitative Analytical Chemistry	4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab	4
PHY 212 and 242 General Physics II and Lab	4

Required courses in Mathematics 7–10 hours

Prerequisite: MAT 144 or competency

MAT 211 Calculus I	4
MAT 245 Statistics I	3

B. S. in Biology with a concentration in Environmental Science: 66-70 hrs

Required courses in Biology 31–32 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 211 and 241 Plant Biology and Lab	4
BIO 222 and 242 Invertebrate Zoology	4
or BIO 314 Parasitology	3
BIO 234 and 244 Principles of Ecology and Lab	4
BIO 325 Environmental Science	4
BIO 334 and 344 Microbiology	4
BIO 358 Aquatic Field Studies	2
BIO 359 Terrestrial Field Studies	2

Required courses in Chemistry and Physical Science 20 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
CHE 222 and 242 Organic Chemistry II and Lab	

or CHE 350 Quantitative Analytical Chemistry 4
GEO 200 and 240 Earth Science and Lab. 4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab 4
PHY 212 and 242 General Physics II and Lab 4

Required courses in Mathematics 7–10 hours

Prerequisite: MAT 144 or competency
MAT 211 Calculus I 4
MAT 245 Statistics I 3

B.A. in Environmental Studies

Required courses in Biology 16 hours

BIO 101 and 141 General Biology I and Lab 4
BIO 102 and 142 General Biology II and Lab. 4
BIO 234 and 244 Principles of Ecology and Lab 4
BIO 325 Environmental Science. 4

Required courses in Physical Science 15 hours

CHE 111 and 141 General Chemistry I and Lab 4
CHE 112 and 142 General Chemistry II and Lab. 4
GEO 200 and 240 Earth Science and Lab. 4
PHY 100 Principles of Physical Science. 3
Electives chosen from the following 6
BIO 211 and 241 Plant Biology and Lab (4)
BIO 222 and 242 Invertebrate Zoology and Lab (4)
BIO 358 Aquatic Field Studies (2)
BIO 359 Terrestrial Field Studies (2)
GEO 326 Environmental Resources (3)

Required course in Mathematics 3 hours

MAT 245 Statistics 3

Required courses in Humanities, Economics, Communication, & Social Sciences 24 hours

PHI/REL 345 Environmental Ethics 3
ECO 101 Microeconomic Principles. .3
ENG 358 Advanced Composition 3
Electives chosen from the following 15
COM 370 Nonverbal Communication (3)
COM 400 Special Topics (3)
ECO 356 Public Policy Economics (3)
GEO 302 Economic Geography (3)
HIS 300 Introduction to Public History (3)
POL 331 Environmental Politics (3)
POL 340 State and Local Government (3)
SOC 374 Social Research Principles (3)
SOC 430 Population Dynamics (3)
SOC 432 Sociology of Organizations (3)

Required culminating course 3 hours

ENS 930 Community Internship or
ENS 498 or 499 Honors Thesis or Research. 3

MINOR IN BIOLOGY 20 HOURS

BIO 101 and 141 General Biology I and Lab 4
BIO 102 and 142 General Biology II and Lab. 4
Electives in BIO 200 or above 12

LICENSURE

Middle grades (6–9) licensure in science is available to students in any major who complete these minimum requirements: BIO 101, 141, 102, 142, CHE 111, 141, PHY 100, GEO 200, GEO 240 and SCI 764. Secondary (9–12) licensure in Biology is available to students who satisfy the requirements for either a BA or a BS in Biology following the Program Requirements for Secondary Teacher Education listed on pp. 79.

CLINICAL LABORATORY SCIENCES

The Department of Clinical Laboratory Sciences, School of Allied Health Professionals, Medical College of Virginia Campus, Virginia Commonwealth University guarantees admission into the Master of Science program in clinical laboratory sciences for Meredith College students with the following qualifications:

○ Baccalaureate Degree in Biology
○ Minimum GPA of 3.25
○ Minimum Science GPA of 3.0
○ Minimum TOEFL of 570 for international students whose native language is not exclusively English.
○ The GRE must be taken within the first enrolled year, but the results are to be used for record keeping purposes only.
○ In the event that all positions in the class are filled, applicants accepted under this agreement will be given first priority when space becomes available.

— For Biology courses, see page 116–118.
—For Science courses, see page 169.

THE SCHOOL OF BUSINESS

Professor Rotondo, Dean; Professor Wessels, Head; Professors Oatsvall and Wakeman; Associate Professors Bledsoe, Dutton, Hurt, Langenderfer, Lenard and York; Assistant Professors Barnes and Liao; Visiting Professor Jones; Adjuncts Eubanks, Lowe-Reed, and Steele.

The School of Business offers the following degree options:

○ B.S. with a major in Accounting,
○ B.S. with a major in Business Administration,
○ B.A.with a major in Economics,
○ Master of Business Administration (MBA), and
○ B.S./M.B.A. option for accounting majors.

Many of the courses for the B.S. degree with a major in Business Administration are available during the evenings through Undergraduate Degree Programs for Women Age 23+.

In today's economy, employers increasingly insist on employees who are both trained in the liberal arts and prepared to become productive employees. The School of Business builds upon Meredith's strong liberal arts foundation by helping our students prepare for fulfilling and productive careers. This combination gives our students a tremendous competitive edge when entering the job market. Some examples of positions filled by our recent graduates are financial analyst at Wachovia, staff auditor at Ernst and Young, human resource director at Maxim Healthcare Services, administrative specialist at GlaxoSmithKline, sales representative at Pepsi, and advertising assistant at the News and Observer. We also have an active internship program that places our students with companies such as Morgan Stanley, Wachovia, Northwestern Mutual Financial Network, the Equal Employment Opportunity Commission, IBM, and local law firms, radio and TV stations, and technology companies.

Students are also able to make professional connections to the business community by participating in the four clubs that the school sponsors. The clubs are the Accounting Association, Society for Human Resource Management, the Student Business Advisory Board, and the business honor society Delta Mu Delta.

Mission Statement

Our **mission** is to provide an academically-challenging learning experience that develops critical-thinking skills in all areas of business administration, and which emphasizes teamwork, leadership, communication skills, and ethical decision-making. Excellent teaching is complemented by strong, collaborative faculty/student relationships, by faculty scholarship that enhances our curriculum, and by service to the College and to our community.

Objectives of the Accounting Major

Upon completion of the Accounting major, students will acquire a broadly-based education with a command of business knowledge, skills, and practice in the context of cultural, ethical, legal, and global environments and be able to:

○ Make business decisions and solve business problems using appropriate methods and models;
○ Communicate ideas, concepts and quantitative data in oral and written form;
○ Demonstrate collaboration and cooperation skills through participation in team-based projects as a team member and team leader;
○ Use ethical principles to make business decisions;
○ Use leadership skills to set goals, motivate others, and accomplish objectives;
○ Communicate economic and financial events to internal and external users through the preparation of financial reports and statements meeting professional and ethical standards;
○ Interpret and apply federal tax regulations to the determination of taxable income and the computation of tax liabilities for individuals.

Objectives of the Business Administration Major

Upon completion of the Business Administration major, students will acquire a broadly-based education with a command of business knowledge, skills, and practice in the context of cultural, ethical, legal, and global environments and be able to:

○ Make business decisions and solve business problems using appropriate methods and models;
○ Communicate ideas, concepts and quantitative data in oral and written form;
○ Demonstrate collaboration and cooperation skills through participation in team-based projects as a team member and team leader;
○ Use ethical principles to make business decisions;
○ Use leadership skills to set goals, motivate others, and accomplish objectives.

Objectives of the Economics Major

Upon completion of the Economics major, students will be able to:

○ analyze the theoretical foundation for business decision-making and apply that knowledge to business needs
○ generate and present qualitative and quantitative research that addresses social issues
○ utilize the various perspectives in economic thought to think, speak, and write cogently about the complexity of economic phenomena

CAREER DIRECTIONS

The Accounting Major prepares students for positions in public accounting, governmental and non-profit organizations, internal auditing, taxation, and management accounting. A major in Business Administration prepares students for a variety of careers in fields such as banking, consulting, marketing, government, and industry. Students in the Economics Major prepare for research, planning and management positions in business, financial institutions, non-profit organizations or government agencies. Students with an interest in a particular area may consider completing a minor in the following areas:

* **Accounting**—for positions in management accounting, financial analysis, cash management and tax planning;

* **Economics**—for positions involving research and planning skills;

* **Finance**—for positions in banking and other financial institutions, or in positions involving planning and budgeting;

* **Human Resource Management**—for positions such as Benefits Administrator, Compensation Analyst, HR Generalist, Employee Relations Specialist or Recruiter;

* **International Business**—for positions in various functional areas of multinational corporations;

* **Marketing**—for positions involving direct selling, marketing research, advertising or market planning.

Additional courses in business and economics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the department head and arrange for it through the special studies options listed on page 41.

The School of Business also awards a Masters of Business Administration. Details of the M.B.A. program are available in the John E. Weems Graduate School.

A special five-year program, the B.S./M.B.A. Option for Accounting, offers accounting majors the opportunity to meet the 150-hour education requirement of Certified Public Accountant (CPA) candidates as recommended by the American Institute of Certified Public Accounting (AICPA) and required by many states. Upon acceptance to the program, Meredith accounting students will begin taking graduate classes in their senior year and complete the M.B.A. in the summer and regular academic year following. Curriculum planning for the five-year program begins when the accounting major is declared.

Majors in the School of Business

B.S. Degree with a Major in Accounting 63 hours

ACC 220 Financial Accounting	3
ACC 221 Managerial Accounting	3
ACC 225 Accounting Procedures, Systems, and Controls	3
ACC 330 Intermediate Accounting I	3
ACC 331 Intermediate Accounting II	3
ACC 333 Cost Accounting	3
ACC 336 Federal Taxation – Individuals	3
BUS 240 Principles of Management	3
BUS 260 Principles of Marketing	3
BUS 310 International Business	3
BUS 340 Business Law and Ethics	3
BUS 343 Operations Management	3
BUS 348 Organizational Behavior	3
BUS 370 Corporation Finance	3
BUS 495 Business Policy	3
ECO 100 Macroeconomic Principles	3
ECO 101 Microeconomic Principles	3
MAT 245 Statistics I (or equivalent)	3
Electives chosen from the following	9
ACC 337 Federal Taxation – Corporations and Partnerships (3)	
ACC 436 Selected Topics in Accounting (3)	
ACC 437 Advanced Accounting (3)	
ACC 438 Auditing (3)	
BUS 472 Intermediate Financial Management (3)	

B.S. Degree with a Major in Business Administration 51 hours

ACC 220 Financial Accounting	3
ACC 221 Managerial Accounting	3
BUS 240 Principles of Management	3
BUS 260 Principles of Marketing	3
BUS 310 International Business	3
BUS 340 Business Law and Ethics	3
BUS 343 Operations Management	3
BUS 348 Organizational Behavior	3
BUS 370 Corporation Finance	3
BUS 495 Business Policy	3
ECO 100 Macroeconomic Principles	3
ECO 101 Microeconomic Principles	3
MAT 245 Statistics I (or equivalent)	3
Electives chosen from the following	12
Any ACC, BUS, or ECO courses at the 300 level or higher	

B.A. Degree with a Major in Economics 30 hours

ECO 100 Macroeconomic Principles	3
ECO 101 Microeconomic Principles	3
ECO 300 Intermediate Microeconomics	3
ECO 301 Intermediate Macroeconomics	3
MAT 245 Statistics I	3
Electives chosen from the following	15
ECO 324 History of Economic Thought (3)	
ECO 334 International Economics (3)	
ECO 335 Gender and the Economy (3)	
ECO 355 Money and Banking (3)	
ECO 356 Public Policy Economics (3)	
ECO 364 Labor Economics (3)	
ECO 435 Comparative Economic Systems (3)	
ECO 498 Honors Thesis in Economics (3)	
ECO 499 Research in Economics (3)	
BUS 361 Consumer Behavior (3)	
BUS 472 Intermediate Financial Management (3)	
BUS 474 Investment Analysis & Portfolio Management (3)	

Students in the major, particularly those planning to pursue graduate studies, are urged to take MAT 211 as well.

MINORS IN BUSINESS

The school offers minors in accounting, business administration, economics, finance, human resource management, international business, and marketing. At least 12 of the 21 hours must be taken at Meredith. Minors are available to all students except as noted below.

Accounting 21 hours (Not available to Accounting majors.)

ACC 220 Financial Accounting	3
ACC 221 Managerial Accounting	3
ACC 225 Accounting Procedures, Systems, and Controls	3
ACC 330 Intermediate Accounting I	3
ACC 331 Intermediate Accounting II	3
Electives chosen from the following	6
ACC 333 Cost Accounting (3)	
ACC 336 Federal Taxation—Individuals (3)	
ACC 337 Federal Taxation—Corporations and Partnership (3)	

Business Administration 21 hours (Not available to Accounting or Business Administration majors.)

ACC 220 Financial Accounting	3
BUS 240 Principles of Management	3
BUS 260 Principles of Marketing	3
ECO 100 Macroeconomic Principles or ECO 101 Microeconomics Principles	3
Electives chosen from the following	9
ACC 221 Managerial Accounting (3)	
BUS 310 International Business (3)	
BUS 340 Business Law and Ethics (3)	
BUS 343 Operations Management (3)	
BUS 348 Organizational Behavior (3)	
BUS 350 Human Resource Management (3)	
BUS 370 Corporation Finance (3)	
ECO 300 Intermediate Microeconomics (3) or ECO 301 Intermediate Macroeconomics (3)	

Economics 18 hours (Not available to Economics majors.)

ECO 100 Macroeconomic Principles	3
ECO 101 Microeconomic Principles	3
ECO 300 Intermediate Microeconomic	3

- ECO 301 Intermediate Macroeconomic 3
- **Electives** chosen from the following 6
  - BUS 474 Investment Analysis and Portfolio Management (3)
  - Any ECO course 300 or 400 level

Finance 21 hours

- *ACC 220 Financial Accounting 3
- ACC 221 Managerial Accounting 3
- BUS 370 Corporation Finance 3
- Prerequisite: MAT 245 Statistics I (or equivalent) 3
- BUS 472 Intermediate Financial Management 3
- *ECO 101 Microeconomic Principles 3
- **Elective** chosen from the following 3
  - ACC 336 Federal Taxation—Individuals (3)
  - BUS 474 Investment Analysis and Portfolio Management (3)
  - ECO 301 Intermediate Macroeconomics (3)
  - ECO 355 Money and Banking (3)

* Accounting and Business Administration majors must choose two additional electives (6 hours) for this requirement in lieu of ACC 220 and ECO 101 for a total of 9 hours of electives.

Human Resource Management 21 hours

- ACC 220 Financial Accounting
  or ECO 101 Microeconomic Principles 3
- BUS 240 Principles of Management 3
- BUS 348 Organizational Behavior 3
- BUS 350 Human Resource Management 3
- **Electives** chosen from the following 9
  - BUS 352 Training and Development (3)
  - BUS 452 Compensation and Benefits (3)
  - BUS 458 Employee Relations Management (3)
  - BUS 481 Human Resource Management Internship (3)
  - ECO 335 Gender and the Economy (3)
  - ECO 364 Labor Economics (3)

International Business 21 hours

- *ACC 220 Financial Accounting 3
- BUS 240 Principles of Management 3
- BUS 260 Principles of Marketing 3
- BUS 310 International Business 3
- BUS 369 International Marketing 3
- * ECO 100 Macroeconomics 3
- ECO 334 International Economics 3

* Accounting and Business Administration majors must choose two additional electives (6 hours) from the following list in lieu of ACC 220 and ECO 100.

- **Electives** chosen from the following
  - GEO 205 World Regional Geography (3)
  - or GEO 322 Economic Geography (3)
  - or GEO 368 Political Geography (3)
  - POL 210 International Politics (3)
  - or POL 320 International Political Economy
  - SPA 301 Business Spanish (3)
  - or FRE 301 Business French (3)
  - REL 102 World Religions (3)

Study Abroad Experience including courses that contain comparative cultural experience (for example: IDS 300 or IDS 301).

Marketing 21 hours

- ACC 220 Financial Accounting
  or ECO 101 Microeconomic Principles 3
- BUS 240 Principles of Management 3
- BUS 260 Principles of Marketing 3
- BUS 468 Marketing Management and Planning 3
- **Electives** chosen from the following 9
  - BUS 361 Consumer Behavior (3)
  - BUS 365 Marketing Research (3)
  - BUS 369 International Marketing (3)
  - BUS 466 Sales Management (3)
  - BUS 467 Advertising and Sales Promotion (3)

— For Accounting courses, see pages 111–112.
— For Business courses, see pages 119–121.
— For Economics courses, see pages 132.

Career Studies

Director Sumerel; Associate Director Sumner, Employer Relations; Assistant Director Losordo, Career Development.

The **purpose** of Career Studies at Meredith College is to facilitate the career development of Meredith students through classroom and experiential learning. Early and informed career planning can make a vital difference to today's college graduate. The programs of the Meredith College Career Center are designed to equip students with the knowledge, skills, and tools to translate education and experience into rewarding careers.

Career Planning Seminars are one-hour pass/fail courses taught on two levels. CPS 101 for freshmen and sophomores uses self-assessment and career exploration to assist students in selecting academic majors. CPS 301 helps junior and senior students relate chosen majors to career fields and to develop job search skills and strategies. Cooperative Education (COE) courses provide the opportunity for students to apply academic knowledge in job situations while confirming career choices and gaining valuable workplace experience. Career Studies at Meredith College serve as an important bridge between academic pursuits and career goals.

— For Career Planning Seminar courses, see page 121.
— For Cooperative Education courses, see page 127.

Chemistry, Physics, and Geoscience

Professor Hazard, Head; Professors Powell and Shiflett, Associate Professor Lewis; Assistant Professor Schmidt; Laboratory Technician Sen; Adjuncts Jacobs, Keary, Patchus, and Warren.

The **purpose** of the Department of Chemistry, Physics, and Geoscience is to provide courses and programs of academic excellence in chemistry, physics and geoscience that will

○ enable majors and minors to attain their educational and career goals; and

○ prepare all students to live as informed and responsible citizens with a global and environmental awareness in a world where ideas and events are strongly influenced by science and technology.

All students completing courses in the department will

- develop a knowledge of scientific discovery and process;
- improve their ability to reason and critically analyze evidence and support for information; and
- become scientifically literate in one or more of the disciplines in the department (astronomy, chemistry, physics, or geoscience).

In addition, chemistry majors will

- acquire a knowledge of inorganic, organic, analytical, and physical chemistry,
- develop the skills and knowledge necessary to work competently and safely in a chemistry laboratory,
- be able to employ current research tools and strategies,
- acquire the knowledge and skills necessary to pursue graduate or professional studies or careers in chemistry or teaching,
- understand the dynamic nature of science and the necessity for continuing education.

The department offers introductory courses in chemistry, physics, geography, and geoscience to satisfy the general education needs of students. Students who desire more advanced study may choose a minor in chemistry, chemical physics, geography, or they may pursue a major in chemistry leading to a B.A. or a B.S. degree.

The major in chemistry for the B.A. degree is designed to allow maximum flexibility. It is a good option for students treating chemistry as a second major. The major in chemistry for the B.S. degree has more specific requirements than does the major for the B.A. degree. A major in chemistry, in addition to providing a well-rounded education, specifically prepares students for graduate school, a career in the chemical industry, teaching, or a variety of health related fields such as dentistry, medicine, medical technology, pharmacy, or veterinary science.

Chemistry majors are strongly encouraged to enhance their professional training by participating in internships, undergraduate research, or the cooperative education program.

Courses in the physical sciences are also available at North Carolina State University under Cooperating Raleigh Colleges.

Students who wish advanced study and research in chemistry and physics should consult with the department head and arrange for it through the special studies options.

ENGINEERING DUAL DEGREE

An Engineering Dual Degree Program is available to Meredith College students. In this 5-year program, a student can receive a Bachelor of Arts degree from Meredith College in chemistry and either a B.S. in Chemical Engineering or a B.S. in Environmental Engineering from NCSU. For details of the program see p. 52. Other engineering dual degree combinations can be found on p. 98 (math). Interested students should contact Dr. Charles Lewis, the Engineering Program Coordinator at Meredith before registering for the first semester at Meredith College.

Majors in Chemistry

Core Curriculum 24 hours

CHE 111, 141 General Chemistry I & Lab	4
CHE 112, 142 General Chemistry II & Lab	4
CHE 221, 241 Organic Chemistry I & Lab	4
CHE 222, 242 Organic Chemistry II & Lab	4
CHE 350 Quantitative Analytical Chemistry	4
PHY 211, 241 General Physics I & Lab	4
PHY 212, 242 General Physics II & Lab	4
MAT 211 Calculus I	4

Bachelor of Arts with a major in Chemistry 45 hours

Core Curriculum	32
Additional hours in chemistry courses, including CHE 490, numbered 200 or above	7
Elective hours chosen from biology, chemistry, mathematics and physics at the 200 level or above	6

Bachelor of Science with a major in Chemistry 61 hours

Core Curriculum	32
CHE 420 Chemical Thermodynamics & Kinetics	3
CHE 430 Atomic & Molecular Structure	3
CHE 441 Experimental Physical Chemistry I	1
CHE 442 Experimental Physical Chemistry II	1
Elective chemistry courses numbered 200 or above	10
One hour selected from the following	1
CHE 490 Seminar (1-2) CHE 498 Honors Thesis in Chemistry (3) CHE 499 Research (1-2) CHE 930 Special Studies (1-3) or cooperative education	
MAT 212 Calculus II	4
MAT 220 Linear Algebra or MAT 354 Differential Equations	3
Elective chosen from the following	3
BIO 101 General Biology I (3) CSC 101 Beginning Programming (3) MAT 220 Linear Algebra (3) MAT 354 Differential Equations (3)	

MINORS IN CHEMISTRY AND GEOSCIENCE

Chemistry 20 hours

CHE 111, 141 General Chemistry I & Lab	4
CHE 112, 142 General Chemistry II & Lab	4
Electives chosen from the following	12
CHE 221/241 Organic Chemistry I & Lab(4) CHE 350 Quanititative Analytical Chemistry (4) CHE 222/242 Organic Chemistry II & Lab or CHE 436/446 BioChemistry & Lab (4) *(Prerequisite: BIO 101/141)* CHE 420/441 Chem. Thermodynamics & Kinetics or *(Prerequisites: PHY 211/241, PHY 212/242 and MAT 211)* CHE 430/442 Atomic & Molecular Structure or CHE 474 Inorganic & Bioinorganic Chemistry (3)	

Chemical Physics 19 hours

CHE 111, 141 General Chemistry I & Lab	4
CHE 112, 142 General Chemistry II & Lab	4
PHY 211, 241 General Physics I & Lab	4

(Prerequisite: MAT 211)	
PHY 212, 242 General Physics II & Lab	4
CHE 420 Chem. Thermodynamic & Kinetics or CHE 430 Atomic & Molecular Structure	3

Geoscience 22 hours

GEO 200, 240 Earth Science & Lab	4
GEO 205 World Regional Geography *(Prerequisite: CHE 111/141)*	3
Electives chosen from geoscience courses at the 200 level or above (at least 3 of these hours must be at the 300 level)	8

All elective hours must be approved by the department head.

Teacher licensure is available in B–K, K–6, 6–9 science concentration and 9–12 chemistry. See licensure requirements in the School of Education listing.

— *For Chemistry courses, see page 121.*
— *For Geoscience courses, see page 144.*
— *For Physics courses, see page 163.*

Communication

Associate Professor Creagh, Head; Associate Professor Ross; Assistant Professors Spero and Yamada; Instructor Humphreys; Adjuncts Brewer, Mayberry, McCormick, and Oliver.

The Communication Department offers interpersonal and mass communication courses as well as other educational opportunities to give students the communication skills and knowledge needed for personal and professional success.

Objectives/Goals of the Department of Communication
Upon completion of the Communication program, students will be able to

1. demonstrate research and methods used in the communication discipline
2. demonstrate a knowledge of the basic theories that are the foundation of the discipline
3. critically address legal & ethical issues in different communication contexts
4. promote multiple perspectives on the discipline
5. participate in an internship to gain experiential knowledge and practice
6. integrate a gender-inclusive and interculturally diverse perspective on the discipline
7. apply up-to-date information and developments in the field of communication
8. participate in a supportive community for personal, academic, and professional growth for faculty and students
9. experience high quality advising to help them meet individual needs
10. demonstrate communication skills in interpersonal, group, public, and mass communication contexts
11. develop appropriate writing methods for public communication, public relations, and the media

Majors in Communication

Candidates for the Bachelor of Arts with a major in communication must take 29/30 hours of core requirements and 18 hours of their chosen concentration, for a total of 47/48 hours. The concentrations offered are Mass Communication and Interpersonal Communication. Both concentrations require one writing intensive course and a minimum of 6 hours at the 300 or 400 level.

Required Major Courses

COM 100 Introduction to Communication Studies	3 hrs
*COM 200 Communication Research Methods	3 hrs
COM 225 Public Speaking	3 hrs
COM 260 Interpersonal Communication	3 hrs
COM 290 Introduction to Mass Communication	3 hrs
COM 350 Business & Professional Communication	3 hrs
*COM 380 Communication Ethics	3 hrs
COM 390 Intercultural Communication	3 hrs
COM 495 Communication Theory	3 hrs
one of the following	
COM 410 Communication Senior Thesis	2 hrs
COM 498 Honors Thesis	3 hrs

Mass Communication Concentration 18 hours

COM 230 Video Production	3
COM 290 Intro to Mass Communication	3
COM 360 Writing for the Media	3
COM 930 Internship	3
Electives chosen from the following:	6

ART 130 Photography I (3)
ART 140 Intro to Graphic Communication (3)
ART 230 Photography II (3)
ART 330 Photographic Tech. & Processes (3)
BUS 260 Priniciples of Marketing (3)
BUS 361 Consumer Behavior (3)
BUS 365 Marketing Research (3)
BUS 466 Sales Management (3)
BUS 467 Advertising & Sales Promotion (3)
COM 299 Research Project (3)
COM 300 Small Group Communication (3)
COM 325 Oral Interpretation of Literature (3)
COM 370 Nonverbal Communication (3)
COM 375 Gender Communication (3)
COM 400 Special Topics in Communication (3)
ENG 240 Introduction to Film (3)
ENG 245 Introduction to Journalism (3)
ENG 247 Introduction to Professional Editing (3)
ENG 358 Professional Writing (3)
THE 140 House Management (1)
THE 141 Publicity (1)
THE 142 Box Office (1)

REVISED
The revised program can be found in the catalogue at
http://www.meredith.edu/academics/catalogues.htm

Interpersonal Communication Concentration 18 hours

COM 370 Nonverbal Communication	3
COM 375 Gender Communication	3
COM 390 Intercultural Communication	3
COM 930 Internship	3
Electives chosen from the following:	6

BUS 240 Principles of Management (3)
BUS 348 Organizational Behavior (3)

REVISED
The revised program can be found in the catalogue at
http://www.meredith.edu/academics/catalogues.htm

Errata sheet:
2006-2007 Undergraduate Catalogue

These pages include corrections to the Communication program curriculum that were not reflected in the printed version of the 2006-07 catalogue.

(Prerequisite: MAT 211)	
PHY 212, 242 General Physics II & Lab	4
CHE 420 Chem. Thermodynamic & Kinetics or CHE 430 Atomic & Molecular Structure	3

Geoscience 22 hours

GEO 200, 240 Earth Science & Lab	4
GEO 205 World Regional Geography *(Prerequisite: CHE 111/141)*	3
Electives chosen from geoscience courses at the 200 level or above (at least 3 of these hours must be at the 300 level)	8

All elective hours must be approved by the department head.

Teacher licensure is available in B–K, K–6, 6–9 science concentration and 9–12 chemistry. See licensure requirements in the School of Education listing.

— *For Chemistry courses, see page 121.*
— *For Geoscience courses, see page 144.*
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Communication

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3. critically address legal & ethical issues in different communication contexts
4. promote multiple perspectives on the discipline
5. participate in an internship to gain experiential knowledge and practice
6. integrate a gender-inclusive and interculturally diverse perspective on the discipline
7. apply up-to-date information and developments in the field of communication
8. participate in a supportive community for personal, academic, and professional growth for faculty and students
9. experience high quality advising to help them meet individual needs
10. demonstrate communication skills in interpersonal, group, public, and mass communication contexts
11. develop appropriate writing methods for public communication, public relations, and the media

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COM 200 Communication Research Methods	3 hrs
COM 225 Public Speaking	3 hrs
COM 260 Interpersonal Communication	3 hrs
COM 290 Introduction to Mass Communication	3 hrs
COM 350 Business & Professional Communication	3 hrs
COM 380 Communication Ethics	3 hrs
COM 390 Intercultural Communication	3 hrs
COM 495 Communication Theory	3 hrs
one of the following	
COM 410 Communication Senior Thesis	2 hrs
COM 498 Honors Thesis	3 hrs

Mass Communication Concentration 18 hours

COM 310 Public Relations	3
COM 320 Media Law	3
COM 360 Writing for the Media	3
COM 425 Media, Culture and Society	3
COM 930 Mass Communication Internship	3
Electives chosen from the following:	6

- ART 130 Photography I (3)
- ART 140 Intro to Graphic Communication (3)
- ART 230 Photography II (3)
- ART 330 Photographic Tech. & Processes (3)
- BUS 260 Priniciples of Marketing (3)
- BUS 361 Consumer Behavior (3)
- BUS 365 Marketing Research (3)
- BUS 466 Sales Management (3)
- BUS 467 Advertising & Sales Promotion (3)

- COM 140 House Management (3)
- COM 141 Publicity (3)
- COM 142 Box Office (3)
- COM 230 Video Production (3)
- COM 299 Research Project (3)
- COM 300 Small Group Communication (3)
- COM 375 Gender Communication (3)
- COM 400 Special Topics in Communication (3)
- ENG 240 Introduction to Film (3)
- ENG 245 Introduction to Journalism (3)
- ENG 247 Introduction to Professional Editing (3)
- ENG 358 Professional Writing (3)

Interpersonal Communication Concentration 18 hours

COM 300 Small Group Communication	3
COM 370 Nonverbal Communication	3
COM 375 Gender Communication	3
COM 450 Relational Communication	3
COM 930 Interpersonal Internship	3
Electives chosen from the following:	6

- BUS 240 Principles of Management (3)
- BUS 348 Organizational Behavior (3)
- BUS 350 Human Resource Management (3)
- BUS 352 Training and Development (3)
- BUS 466 Sales Management (3)
- CD 335 Marriage/Family Relationships (3)
- COM 299 Research Project (3)
- COM 310 Public Relations (3)
- COM 325 Oral Interpretation of Literature (3)
- COM 400 Special Topics in Communication (3)
- ENG 270 Literary Research/Crit. Theory (3)
- PHI 210 Critical Thinking (3)
- POL 301 Constitution & Rights of Americans (3)
- PSY 212 Psychology of Gender Roles (3)
- PSY 312 Psych of Exceptional Indiv (3)
- PSY 332 Perception (3)
- PSY 410 Social Psychology (3)
- PSY 432 Memory, Language and Cognition (3)
- SOC 260 Cultural Anthropology (3)
- SOC 335 Race and Ethnic Relations (3)

MINOR IN COMMUNICATION 18 HOURS

COM 100 Introduction to Communication Studies	3
COM 225 Public Speaking	3
COM 260 Interpersonal Communication	3
COM 495 Communication Theories	3
Choice of 2 additional courses in Communication or approved electives	6

—For Communication courses, see page 123.

Dance and Theatre

Professor Rodgers, Head; Professors Shapiro and Colwell-Waber; Assistant Professors Finley, Cuthrell and Roten; Adjuncts Browning, Burris, Droessler, Hartley, Hoban and Nicholas-Walker; Accompanist Wilemon; Technical Supervisor and Facilities Coordinator Brown and Assistant Technical Supervisor Maysonave

The Department of Dance & Theatre offers a major in Dance with concentrations in Dance Education, Performance & Choreography, and Private Studio Teaching, and a major in Theatre, K–12 Licensure to teach Theatre, and a concentration in Musical Theatre. Our varied performance opportunities include annual dance concerts and main stage theatre productions, plus several studio productions in each program. Auditions for both Meredith Dance Theatre and Meredith Performs Theatre are open to all Meredith College students. Many of our courses fulfill general education requirements.

The Meredith Dance & Theatre Department creates for students and faculty a laboratory for technical skill development, creative exploration, and artistic scholarship. We strive to instill a passion for and an understanding of dance and theatre as forms of artistic expression and as means for personal development and deep learning. We seek to provide quality instruction and performance opportunities that positively impact the lives of all our constituencies: department minors and majors, the Meredith college community, and the local and regional communities.

The **purpose** of the Department of Dance & Theatre is to offer programs that will

- Support the Aesthetics & the Arts component, the Cultural Perspectives component, and the Health & Physical Learning component of general education;
- Offer a major in Dance with concentrations in Dance Education, Performance & Choreography, and Private Studio Teaching;
- Offer a major in Theatre and a concentration in Musical Theatre;
- Offer preparation for teacher licensure in Dance K–12 and Theatre K–12;
- Offer experiential learning and performance opportunities in dance and theatre;
- Enrich the cultural and aesthetic life of the Meredith College community; and
- Encourage student involvement in dance and theatre beyond the Meredith community through service learning, internships, travel, participation in productions and arts organizations, and partnerships with lab schools.

The **goals** of the Department of Dance & Theatre are upon the completion of the program students will be able to:

- Explore their creative voices;
- Engage in rigorous intellectual endeavors;
- Develop critical thinking skills;
- Acquire strong oral and written communication skills;
- Understand and apply technology related to the specific areas of Dance & Theatre;
- Develop an understanding of the role of dance and theatre in a broader social and historical context;
- Appreciate the contributions of diverse cultures to dance and theatre;
- Identify themselves as artists who possess the craft, discipline, and commitment to contribute to their art form;

BUS 350 Human Resource Management (3)
BUS 352 Training and Development (3)
BUS 466 Sales Management (3)
CD 335 Marriage/Family Relationships (3)
COM 299 Research Project (3)
COM 300 Small Group Communication (3)
COM 325 Oral Interpretation of Literature (3)
COM 400 Special Topics in Communication (3)
COM 450 Relational Communication (3)
ENG 270 Literary Research/Crit. Theory (3)
PHI 210 Critical Thinking (3)
POL 301 Const & Rights of Americans (3)
PSY 212 Psychology of Gender Roles (3)
PSY 312 Psych of Exceptional Indiv (3)
PSY 332 Perception (3)
PSY 410 Social Psychology (3)
PSY 432 Memory, Language and Cognition (3)
SOC 260 Cultural Anthropology (3)
SOC 335 Race and Ethnic Relations (3)
THE 140 House Management (1)
THE 141 Publicity (1)
THE 142 Box Office (1)

MINOR IN COMMUNICATION 18 HOURS

COM 100 Introduction to Communication Studies	3
COM 225 Public Speaking	3
COM 260 Interpersonal Communication	3
COM 495 Communication Theories	3
Choice of 2 additional courses in Communication or approved electives	6

—For Communication courses, see page 123.

Dance and Theatre

Professor Rodgers, Head; Professors Shapiro and Colwell-Waber; Assistant Professors Finley, Cuthrell and Roten; Adjuncts Browning, Burris, Droessler, Hartley, Hoban and Nicholas-Walker; Accompanist Wilemon; Technical Supervisor and Facilities Coordinator Brown and Assistant Technical Supervisor Maysonave

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○ Engage in rigorous intellectual endeavors;
○ Develop critical thinking skills;
○ Acquire strong oral and written communication skills;
○ Understand and apply technology related to the specific areas of Dance & Theatre;
○ Develop an understanding of the role of dance and theatre in a broader social and historical context;
○ Appreciate the contributions of diverse cultures to dance and theatre;
○ Identify themselves as artists who possess the craft, discipline, and commitment to contribute to their art form;
○ Prepare themselves for a professional career in dance or theatre;
○ Become an artistic resource to the Meredith community and beyond; and
○ Accumulate the knowledge and experiences necessary to actively support the arts throughout their lifetimes.

The **objectives** of the Department of Dance & Theatre are to meet our stated goals by

○ Offering classes, performance opportunities, internships and partnerships, and research opportunities that challenge and encourage the creative and intellectual process,
○ Creating an active learning environment in which students learn the technological skills necessary for producing and promoting their art,
○ Weaving into the curricula and productions the tools for understanding and appreciating diverse cultures and their contributions to the arts,
○ Interacting closely with students as advisors and role models to ensure their growth as artistic professionals.

In addition to their courses of study, the Department of Dance & Theatre offers students unique opportunities to study with renowned guest teachers, choreographers, playwrights, actors, and directors each year. The Dance Program's annual guest artist residency and Master Artist Teaching Series has brought such nationally acclaimed artists such as Bebe Miller, Lisa Race, and Gerri Houlihan to campus to teach and create work with Meredith students. The Theatre Program typically presents a musical, a theatre for youth production, a classical piece, and a contemporary play each year. In addition, several student-led productions are performed. Guest artists often perform or serve as guest directors.

The Dance Program hosts the annual North Carolina Dance Festival, which offers students the chance to perform with and help produce the work of North Carolina's best choreographers. Dance students also participate in the American College Dance Festival annually, where they attend master classes and present work for adjudication. Each year, the Theatre Program participates in the Kennedy Center American College Theatre Festival. This opportunity allows students to appreciate the work being done at institutions of higher education all over the state and to compete for prestigious graduate school scholarships.

CAREER DIRECTIONS

Dance majors are prepared for careers in education, private studio teaching, and professional performance. Recent graduates teach in the schools, own and operate studios, and are actively producing their work. Likewise, **Theatre** majors are prepared for careers in education, further graduate studies, performance, design, or directing. Recent graduates are studying for their Master of Fine Arts degrees, teaching in the public schools, and pursuing careers in professional theatre.

Dance Majors

The **Performance and Choreography Concentration** prepares the dance artist. The program provides for experiences which further refine the student's technical, creative, and performance abilities. There is also a focus on the production aspects of dance as a performing art form. In addition to the core curriculum of 44 credit hours, the student completes 25 credit hours specified to fulfill the concentration requirements.

The **Private Studio Teaching Concentration** prepares the student for teaching dance in private studio and community settings. In addition to the core curriculum of 44 credit hours, the student completes an additional 23 credit hours which provide experiences in performance, production, business, and teaching.

The **Dance Education Concentration** program of study prepares students as dance educators. Students will be prepared as candidates for North Carolina K-12 licensure; see specific requirements in the teacher education section of this catalogue. In addition to the core curriculum of 44 credit hours, the student completes 36 credit hours in the Dance Education Concentration.

Dance majors/minors are required to take all dance activity courses which fulfill the requirements for the Dance major for a grade. Activity courses taken to satisfy general education requirements are taken pass/fail. All dance activity courses taken to fulfill requirements for the Dance major may count toward graduation.

Theatre Majors

Candidates for the **Bachelor of Arts in Theatre** must earn 36 hours of credit. The required core courses encourage students to study all aspects of theatrical production. The additional courses provide the opportunity for the individual student to customize her course of instruction in consultation with her major advisor toward a greater overview or toward a focus on performance or production.

The **interdisciplinary concentration in Musical Theatre** is designed to include studies in professional aspects of musical theatre; achievement as a competent singer-actor; development of basic theatrical and movement skills appropriate to musical theatre; development in basic musical skills, emphasizing vocal studies and sight-singing; developing repertory and audition techniques; and opportunities to perform in a variety of formal and informal settings.

The **K–12 Teaching Licensure in Theatre** is designed for those students who wish to pursue the teaching of theatre as a profession. This program prepares students for licensure by the North Carolina Department of Public Instruction to teach theatre in grades K–12.

The **goals** of the curriculum are to insure

- ○ competency in the teaching of theatre by guiding the student's involvement in public performance of theatre;
- ○ development of visual and aural perceptions related to performance;
- ○ understanding of developmental and activity-oriented production processes such as acting, directing, scenic design, costume design, writing of traditional experimental theatrical forms, and basic technical operations related to productions;
- ○ familiarity with and competence in fundamental theatre techniques;
- ○ acquaintance with the historical and cultural dimensions of theatre as they include the works of leading playwrights, actors, directors, and designers, both past and present;
- ○ understanding and evaluation of contemporary thinking about theatre and related arts; and,
- ○ informed assessment of quality in works of theatre.

The **objectives** for the curriculum are to develop theatre teachers who would help students by

- ○ communicating what playwrights seek to convey and how that is intensified through theatrical production;
- ○ assisting them in using and controlling the emotions for communication, strengthening the imagination, expanding intellectual horizons to include an aesthetic awareness, and providing a basic understanding and critical appreciation of theatre arts;
- ○ promoting skills in observation and communication and the ability to exercise critical thinking and make decisions through theatrical experiences;
- ○ encouraging their confidence, creative potential, personal discipline, involvement in the creative process, and ability to work effectively with others; and,
- ○ preparing them for future education, avocational and/or vocational theatre arts experiences.

Majors in Dance and Theatre

Dance

The requirements for a major in dance shall include fulfillment of general education requirements, the 44 credit hour core curriculum in dance, and requirements for one area of concentration in dance:

The Core 44 credit hours

DAN 150 Perspectives in Dance	1
DAN 159 Movement Improvisation I	2
DAN 200 Dance in Society	3
DAN 250 Movement Fundamentals	2
DAN 255 Movement Fundamentals Lab	1
DAN 256 Composition I	3
DAN 257 Music for Dance	2
DAN 350 Movement Fundamentals II	3
DAN 352 Dance Repertory	2
DAN 356 Dance Composition II	3
DAN 359 Dance History	3
THE 246 Lighting and Sound	3
Dance Technique chosen from the following	10
DAN 251,351, and/or 451; Ballet II, III, and/or IV (2)	
DAN 253,353, and/or 453; Modern II, III, and/or IV (4)	
DAN 254,354, and/or 454; Jazz II, III, and/or IV (1)	
DAN 152, Folk and Square Dance (For Licensure Only) (1)	
DAN 156 World Dance (1)	
Techniques Electives (2-3)	
HED 282 Prevention and Care of Injuries	2
BIO 322/342 Human Anatomy and Physiology	4

Performance and Choreography Concentration 69 hours

The Dance Core Curriculum	44
DAN 252 Participation in Choreographic Projects	2
DAN 258 Mind/ Body Integration	2
DAN 259 Improvisation II	2
DAN 462 Dance Practicum in Choreography	3
DAN 463 Dance Practicum in Technical Theatre	1
DAN 455 Performing Arts Administration	3
DAN 456 Meredith Dance Theatre	4
Dance Technique	5
above 200 level (Modern (2), Ballet (2), Jazz (1)	
THE 224 Acting 1	3

Private Studio Teaching Concentration 66 hours

The Dance Core Curriculum	44
DAN 355 Creative Arts Touring Company	2
DAN 357 Creative Arts Touring Company Assistantship	1
DAN 464 Dance Practicum in Field Teaching In a Private Studio	2
DAN 455 Performing Arts Administration	3
DAN457 Pedagogy in Dance Technique	1
DAN 463 Practicum in Technical Theatre	1
DAN 761 Theory and Methods of Teaching, K-6	3
DAN 7o2 Theory and Methods of Teaching, 7–12	3
THE 247 Costuming and Makeup	3
COM 260 Interpersonal Communication	3

Dance Education Concentration 81 hours

The Dance Core Curriculum	44
DAN 355 Creative Arts Touring Company	2
DAN 357 Creative Arts Touring Company Assistantship	1
DAN 761 Theory and Methods of Teaching, K-6	3
DAN 762 Theory and Methods of Teaching, 7-12	3
DAN 763 Reflective Teaching	3
EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 241 Introduction to Instructional Media	1
EDU 440 Seminar in Education	1
EDU 450 Reading in the Content Areas	2
EDU 490 Observation and Directed Teaching	6
PSY 210 Life Span Developmental Psych or 310 Developmental Psychology of Children and Adolescents	3
PSY 312 Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Theatre

Theatre 36 hours

THE 114 Introduction to Theatre	3
THE 224 Acting I	3
THE 130-142 Practica (at least three different areas)	3
THE 245 Stagecraft	3
THE 316, 317 History of Theatre I & II	6
ENG/THE 350 Modern Drama or ENG 355 or 356 Shakespeare	3
THE 490 Project: area of specialization	1–3
Electives chosen from the following	12
THE 150 Voice and Articulation (3)	
THE 214 Creative Dramatics (3)	
THE 130-142 Theatre Practica (areas of study to be determined in consultation with major advisor) (1–3)	
THE 246 Lighting and Sound (3)	
THE 247 Costume and Makeup (3)	
THE 299 Research in Theatre (1–3)	
THE 320 Puppetry (3)	
THE 324 Acting II (3)	
THE 335 Scenic Design and Painting (3)	
THE 425 Directing (3)	
THE 480 Internship (1– 3)	
THE 496 Seminar in Musical Theatre (3)	
THE 498 Honors Thesis (3)	
THE 499 Research in Theatre (1–3)	

Students majoring in theatre are expected to participate in all aspects of departmental productions.

K–12 Licensure in Theatre

The general education requirements of the College which much include these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Theatre Licensure Requirements (K–12) 51–53 hours

ART 244 Fundamental Concepts of Art	1
THE 150 Voice & Articulation	3
COM 330 Video Production	3

DAN 159 Movement Improvisation	2
DAN 244 Fundamental Concepts of Dance	1
MUS 244 Fundamental Concepts of Music	1
THE 114 Introduction to Theatre	3
THE 214 Creative Dramatics	3
THE 224 Acting I	3
THE 130 Performance Practicum	1
THE 137 Stage Management Practicum	1
THE 141 Publicity Practicum	1
THE 245 Stagecraft	3
THE 246 Lighting & Sound	3
THE 247 Costume & Makeup	3
THE 316 317, History of Theatre I & II	6
THE 320 Puppetry	3
THE 350 Modern Drama or ENG 355 or 356 Shakespeare	3
THE 425 Directing	3
THE 490 Project: area of specialization	1–3
THE 496 Seminar in Musical Theatre	3

Professional Education Courses 24 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 241 Introduction to Instructional Media Materials	1
EDU 255 Literature for Children and Early Adolescents	2
EDU 440 Seminar In Education	1
EDU 450 Reading in the Content Area	2
EDU 467 The Secondary School	3
EDU 490 Observation and Directed Teaching	6
THE 735 Methods of Teaching Theatre K–12	3

Concentration in Musical Theatre 18 hours

MUS 100, 101 Theory	6
MUS 150, 151 Ear-Training	2
MUA 154, 254 Voice	6
Piano study chosen from the following	1
MUA 040 Beginning Class Piano (1)	
MUS 140 Elementary Key Board (1)	
MUA 044 Preparatory Piano (1-4)	
MUA 144 Piano I (1-4)	
DAN 251, 351, or 451 (Ballet II, III, or IV)	1
DAN 253, 353, or 453 (Modern II, III, or IV)	1
DAN 254, 354, or 454 (Jazz II, III, or IV)	1

In addition, students are expected to demonstrate proficiency in tap equivalent to that attained by a semester of instruction at the collegiate level.

The K–12 teaching licensure in theatre is designed for those students who wish to pursue the teaching of theatre as a profession. This program will result in licensure by the North Carolina Department of Public Instruction to teach theatre in grades K–12. See specific requirements in the School of Education section that follows.

MINORS IN DANCE AND THEATRE

Dance 21 Hours

Dance Technique chosen from two of the following categories at or above the 200 level: Ballet, Modern Dance, Jazz	8
DAN 150 Perspectives in Dance	1
DAN 159 Movement Improvisation	2
DAN 256 Dance Composition I	3
DAN 359 Dance History	3
Electives chosen from DAN 200, 250, 252, 255, 257, 258, 259, 352, 355, 356, 357, 455, 456, 761, 762 or 940's (approved by Dance faculty advisor)	4

Theatre 18 hours

THE 114 Introduction to Theatre	3
Approved courses in Theatre	15

—For Dance courses, see page 129.

— For Theatre courses, see pages 176.

The School of Education

Professor Hubbard, Dean; Professors Gleason, and Parker; Associate Professors Graden and McKinney; Assistant Professors Olson, Roberts, Schrock; Adjuncts Clary, Collier, Midgett, Torgerson and Vincent; Administrative Faculty Stone.

Mission Statement

The **mission** of the School of Education is to prepare educators who have the knowledge, skills and values to effectively teach all students. With a foundation in the liberal arts, Meredith College students are transformed by a rigorous education that fosters leadership, promotes reflective practice, and cultivates passion for learning and the art of teaching. We develop teachers who appreciate their significant role in a diverse society.

The School of Education provides undergraduate programs which lead to the North Carolina Standard Professional 1 license.

The School of Education offers the following licensure program options at the undergraduate level:

○ Birth through kindergarten (B-K)

○ Elementary education (K-6)

○ Middle grades education (6–9): language arts, mathematics, science, and social studies

○ Secondary education (9–12): English, mathematics, biology, chemistry and social studies

○ Special subject area education (K–12): art, music, dance, English as a second language, theatre, French, Spanish and physical education

○ Workforce development education (7–12): family and consumer sciences

Although there are common elements between the licensure areas, each is a distinct program and is designed for a specific purpose. The requirements for each program are outlined on pages 76–84.

The school also offers a **Master of Education** degree in elementary education, English as a second language, or reading which leads to a North Carolina M-level license. The Master of Education degree program is for the K–12 teacher who has a baccalaureate degree and a teaching license. Licensure-only options include Reading (K–12) and ESL (K–12). A graduate catalogue which provides complete information about the program can be obtained from the School of Education or from the John E. Weems Graduate School.

Goals

Courses in the School of Education provide the developing teacher or interested student with the knowledge, skills, and dispositions required to understand, analyze, and participate as leaders in schools. In accordance with our conceptual framework, the courses and fieldwork prepare our students to be teachers who **will**:

○ **Demonstrate leadership**
○ **Understand content**
○ **Practice connected pedagogy**
○ **Exhibit culturally relevant and inclusive teaching**
○ **Engage in reflective teaching**
○ **Utilize continuous assessment**

Accreditation

Meredith College is an accredited institutional member of the National Council for Accreditation of Teacher Education (NCATE).

Admission to Teacher Education Program

Admission to **teacher education** is open to both degree and non-degree women students who meet the standards established by the college.

Meredith Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.)

A student who plans to teach should consider the available teacher education programs, confer with her advisor, and select one as early as is feasible but no later than the second semester of the sophomore year.

Students who plan to be middle grades education (6–9) teachers should confer with their advisors and select and declare a major compatible with one of the concentrations available to middle grades education (6–9) students at Meredith. (A second concentration is recommended.)

Students who plan to be secondary education (9–12) teachers, special subject area education (K–12) teachers, or occupational education teachers should confer with their advisors and select and declare a major compatible with the subject area in which they want to be licensed.

After selecting a major and the desired teacher education program, the student should go to the Office of the Registrar and formally declare the major and indicate the desired teacher education program.

The registrar will send a copy of the student's completed Declaration of Major form to the School of Education. Upon receipt of the form, the school will send the student a Teacher Education Handbook, a packet of materials for Admission to Teacher Education and notify the student's advisor. The student should see that the Application for Admission to Teacher Education and all supporting materials are filed with the School of Education as soon as possible. (The specific requirements for completing the Application for Admission to Teacher Education packet are subject to change.) Completion of the application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching. **An applicant's overall grade point average must be 2.50 or above for admission to the program.**

Each completed application is reviewed in the School of Education and the applicant is notified of the admission decision by the dean of the School of Education. An applicant can appeal the admission decision to the Vice President for Academic Affairs by letter.

Non-degree students (students with at least a baccalaureate degree who are enrolled in a program of study that does not lead to a degree awarded by Meredith College but does lead to an initial or additional N.C. teaching license.)

All non-degree students seeking initial North Carolina education licensure or an additional North Carolina education license should contact the School of Education.

Students with a baccalaureate degree from another institution who are seeking a North Carolina education license through Meredith College must meet teacher competency requirements through a program of study approved by the School of Education. They must take a minimum of 30 semester hours of course work at Meredith, which may include additional courses in general education and will include courses in the specific licensure areas and in professional education. Exceptions to these requirements will be determined on an individual basis by the dean of the School of Education.

A student may take only one-half of the professional education requirements (excluding student teaching) prior to program admission.

Before a student enrolls in a middle, secondary or K–12 methods class, she must be formally admitted to the teacher education program or have the permission of the instructor. If a student has a question about this policy, she should contact the School of Education Office.

Student Internship Requirements

The following requirements must be met before a student is admitted to the student internship:

1. Meet with the director of the program during the semester prior to block semester. There is a required meeting (date and time to be announced), during which the application for internship placement is reviewed with instructions for its completion.
2. Earn an overall GPA of 2.50 or better on a 4-point scale at the end of the semester or summer session prior to the semester in which student teaching is done. Students seeking 6–9, 9–12 or K–12 licenses must have a cumulative GPA of 2.50 or better in their content area courses.
3. Observe or participate with children in the public schools.
4. Achieve those competencies necessary for effective teaching which have been established by the Department of Public Instruction (DPI) and that have been adopted by the Teacher Education Committee of Meredith College.
5. Earn a C or P grade or better in all professional education requirements: general, methods, and practicum courses. A P grade in professional education courses requires a minimum grade of C.
6. Submit the completed Health Certificate for a physical exam to the School of Education.
7. Complete a speech competency screening. Speech screening results will be sent to the student and to her academic advisor. Together they will determine if her plan of study should be adjusted. Students and advisors wanting to follow speech screening recommendations should do so prior to the student's internship.
8. If applicable, it is recommended that the honors thesis be completed prior to the student's internship.

Program Guidelines

All college requirements for graduation must be met by each student seeking a N.C. teaching license. Courses taken to meet college graduation requirements are also applicable to specific requirements in all education programs. Prior to student teaching, all students must have a C or P grade or better in all professional education requirements: general, methods, and practicum courses. A P grade in professional education courses requires a minimum grade of C.

All professional courses taken in the School of Education must be taken for a grade unless specifically designated as Pass/Fail. Preadolescent/ Adolescent Behavior (EDU466) and/or Secondary School (EDU467) may be taken Pass/Fail with permission of the instructor.

Admission to Teacher Education for all programs includes required submission of acceptable scores on the PRAXIS I, Preprofessional Skills Tests (Reading, Writing, Mathematics) or acceptable scores on the SAT or ACT. The minimum score requirements are established by the State Board of Education and are subject to change.

During or following the semester of student internship, elementary education and English as a second language license candidates are required to take the appropriate specialty area tests, PRAXIS II. The minimum score requirements are established by the State Board of Education and are subject to change. All required examinations may be taken more than once. Minimum score requirements are available from the School of Education.

Recommendations

Most professional studies courses, including most methods courses taught in departments other than the School of Education, require extensive school observations/field experiences outside scheduled class hours. Most of these observations occur in a public school setting between the hours of 7:30 a.m. to 3:00 p.m. Planning for these observations should include travel time of 30 minutes each way.

It is strongly recommended that EDU 232 and 234 be taken as first courses, but not in the same semester or prior to the sophomore year.

In order to be recommended for licensure, a student must complete a Professional Teaching Portfolio. A student is to work on this portfolio as she progresses through her planned program of study for obtaining a teaching license. Written guidelines for completing this portfolio are distributed/explained in regularly scheduled required "Orientation to the School of Education" sessions. A student who may not be proficient in word processing, presentation graphics, spreadsheets, or databases is advised to take the appropriate computer classes.

BLOCK semester can be either semester of the senior year, provided all other professional education courses have been satisfactorily completed. Internship placements are made with the Wake County Public Schools.

Programs for Licensure

Birth through Kindergarten (B–K) Teacher Education Program

The general education requirements of the College including these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY210 Developmental Psychology
orPSY 310 Child and Adolescent Psychology 3
PSY 312 Psychology of Exceptional Individuals 3
(Prerequisite: PSY 100)
Additional requirement: SOC 335, Race and Ethnic Relations, for students who do not complete all CORE 100, 200, 400 General Education requirements.

Mathematics 3 hours

MAT 245 Statistics I—Teachers seeking BK licensure have a choice of two statistics courses. They may take this course and meet their general education mathematics requirement, or they may take PSY 200, which does not meet the general education requirement 3

Health and Physical Learning 2 hours

HED 200 Responding to Emergencies 2

Major Study Program Requirements in an Area Other than Education Variable hours

Professional Education, General 24 hours

EDU 232, Foundations of Education	3
CD 234, Preschool Child	3
CD 334, Infant Development	3
CD 340, Young Children's Learning Environments	3
CD 436, Administration of Programs for Young Children	3
CD 440, Readings in Preschool and Early Intervention	3
PSY 422, Psychological Testing and Evaluation	3
BK 341, Variations in Early Development	3
BK 350, Emergent literacy and technology transfer	3

Professional Education, Methods 21 hours

BK 337, Observations of Young Children	3
BK 342, Practicum	1
BK 465, Teaming, Collaboration, and Consultation	3
CD 345, Preschool Curriculum	4
CD 434, Infant Curriculum	3
CD 438, Supporting and Strengthening Families	3
BK 469, Field Experience (B–K)	1
BK 445, Advanced Curriculum	3

Professional Education, Practicum 10 hours

BK 460, Clinical Internship: Infant-Toddler	3
BK 469, Field Experience	1
EDU 490, Observation and Directed Teaching	6

Elementary Teacher Education (Grades K–6) Program

The general education requirements of the College including these specific courses in the following areas:

Literature Elective 3 hours

ENG 206, Survey of American Literature *(Prerequisite: ENG 200)*	3

Cultural Perspectives Elective 3 hours

HIS 214, American History to 1876, or HIS 314, Colonial American History	3

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Psychology *(Prerequisite: EDU 234 or PSY 100)*	3
PSY 312, The Psychology of Exceptional Individuals (Prerequisite: EDU 234 or PSY 100)	3

Additional requirement: SOC 335, Race and Ethnic Relations, for students who do not complete all CORE 100, 200, 400 General Education requirements.

Laboratory Science 8 hours

BIO 101/141 General Biology I and Lab	4
GEO 200/240 Earth Science and Lab	4

Data Analysis, Abstract Reasoning and Problem Solving 6 hours

MAT 130, Exploring with Mathematics or MAT 245, Statistics I	3
MAT 144, Functions and Graphs, or MAT 141 College Algebra and MAT 143 Trigonometry or any calculus course	3–5

Aesthetics and the Arts 4 hours

ART 244 Fundamental Concepts of Art	1
DAN 244 Fundamental Concepts of Dance	1
MUS 244 Fundamental Concepts of Music	1
THE 244 Fundamental Concepts of Theatre	1

Major Study Program Requirements for Area Other than Education Variable hours

Professional Education Requirements for Elementary Education (K–6) Students 38 hours

Professional Education, General 6 hours

EDU 232, Foundations of American Education	3
EDU 234, Educational Psychology	3

Professional Education, Methods 26 hours

EDU 255 Literature for Children and Early Adolescents	2
ESS 742 Healthful Living in the Elementary School	3
EDU 300 Introduction to Language Arts *(Prerequisite: EDU 255)*	2
EDU 241 Introduction to Instructional Media	1
*EDU 359 Science in the Elementary School *(Prerequisite: BIO 101 and 141 and GEO 200 and 240)*	2
EDU 358 Social Studies in the Elementary School	2
*EDU 401 Mathematics in the Elementary School	3
*EDU 402 Preservice Practicum	1
*EDU 400 Communication Skills in the Elementary School *(Prerequisite: EDU 300)*	3

In the BLOCK semester (last semester of the Teacher Education Program):

*EDU 443 Teaching in the Elementary School	3
*EDU 440 Seminar in Education	1
*EDU 445 ESL in the Elementary School	1
*EDU 444 The Arts in the Elementary School	2

Professional Education, Practicum 6 hours

*EDU 490, Observation and Directed Teaching	6

**Must be admitted to the Teacher Education Program to enroll.*

Middle Grades Teacher Education (Grades 6–9) Program

The general education requirements of the College including these specific courses in the following areas:

Cultural Perspectives Elective 3 hours

EDU 345, Language Minorities in K–12 Classrooms	3

Behavioral and Social Sciences 3 hours

PSY 312, The Psychology of Exceptional Individuals (Prerequisite: EDU 234 or PSY 100)	3

Mathematics 3 hours

MAT 141, College Algebra or MAT 144, Functions and Graphs or any Calculus course	3

Aesthetics and Arts 2 hours

Choose two of four:

ART 244, MUS 244, DAN 244, THE 244	2

Health and Physical Learning 2 hours

HED 100, Contemporary Health Issues	2

Major Study Program Requirements in an Area Other than Education Variable hours

Professional Education Requirements for Middle Grades Education (6–9) 28–29 hours

Professional Education, General 6 hours

EDU 232, Foundations of American Education	3
EDU 234, Educational Psychology	3

Professional Education, Methods 10–11 hours

EDU 255, Literature for Children and Early Adolescents	2
EDU 300, Introduction to Language Arts	2
EDU 350, Teaching in the Middle School	3
Methods 764 as appropriate to the required concentration	2–3
EDU 241, Introduction to Instructional Media	1

In the BLOCK semester (last semester of the teacher education program):

EDU 440, Seminar in Education	1
EDU 466, Preadolescent and Adolescent Behavior	3
EDU 450, Reading in the Content Areas	2
EDU 467, Secondary School (Optional)	3

Professional Education, Practicum 6 hours

EDU 490, Observation and Directed Teaching	6

A concentration chosen from communication skills, mathematics, science, or social studies. Two concentrations are recommended. Requirements for each concentration follow.

Requirements for Licensure in 6–9 with a Communication Skills Concentration

The general education program requirements of the College The specific requirements within the general education program for 6–9 Major study program in an area other than education

Concentration in Communication Skills 27 hours

ENG 111, Principles of Writing	3
ENG 201, Major British Authors OR ENG 200, Texts and Contexts	3
ENG 206, Survey of American Literature	3
ENG 175, Grammar	1
ENG Literature elective	3
ENG 358, Advanced Composition: Expository and Technical	3
ENG 240 Introduction to Film	3
EDU 450, Reading in the Content Areas	2
COM 225, Fundamentals of Public Speaking	3
ENG 764, The Teaching of English	2
ENG 765, Practicum in Teaching of English	1

Requirements for Licensure in 6–9 with a Mathematics Concentration

The general education program requirements of the College The specific requirements within the general education program for 6-9 Major study program in an area other than education

A Concentration in Mathematics 25-28 hours

MAT 144 Functions and Graphs	3
MAT 211 Calculus I	4
MAT 220 Linear Algebra or MAT 212 Calculus II	3–4
MAT 250 Mathematical Reasoning	2
MAT 245 Statistics I	3
MAT 264 Topics in Mathematics for Middle Grades (6-9) Licensure	1–2
MAT 334 Modern College Geometry	3
CIS modules or CSC 101 Beginning Programming	3
MAT 764, Methods of Teaching Middle/Secondary Mathematics	3

Requirements for Licensure in 6–9 with a Science Concentration

The general education requirements of the College The specific requirements within the general education program for 6–9 A major study program in an area other than education

A Biology concentration including the following 22 hours:

BIO 101/141 General Biology I and Lab	4
BIO 102/142 General Biology II and Lab	4
CHE 111/141 General Chemistry I and Lab	4
PHY 100, Principles of Physical Science	3
GEO 200/240 Earth Science	4
SCI 764 The Teaching of Science	3

Requirements for Licensure in 6-9 with a Social Studies Concentration

The general education requirements of the College The specific requirements within the general education program for 6-9 A major study program in an area other than education

A concentration in Social Studies 27 hours

HIS 101 Emergence of Western Civilization or HIS 102 Modern Western Civilization	3
HIS 214 American History to 1876 or HIS 215 American History Since 1876	3
Two courses which study either a) two different areas of non-Western history and culture or b) one area of non-Western history and culture and HIS 103, The World in the 20th Century to be selected from the following: HIS 103, The World in the 20th Century HIS 224 Introduction to Asian History HIS 281 Introduction to African History HIS 282 The Modern Middle East HIS 310 Modern China IDS 280 China Today Any 940–49 courses that may be offered on non-Western topics by the History and Politics Department in non-Western History	
HIS 520 History of North Carolina	3

Economics course selected from	3
ECO 100 Principles of Macroeconomics	
ECO 100 Principles of Microeconomics	
ECO 274 Consumer Economics	
Geosciences course selected from	3
GEO 205 World Regional Geography	
GEO 322 Economic Geography	
GEO 326 Environmental Resources	
GEO 368 Political Geography	
Politics course selected from	3
POL 100 American Political Systems	
POL 210 International Politics	
HIS 764, The Teaching of Social Studies	3

Secondary Grades Teacher Education (Grades 9–12) Program

The general education requirements of the College, including these specific courses in the following areas:

Behavioral and Social Sciences 6 hours

PSY 312 Psychology of Exceptional Individuals	3
(Prerequisite: EDU 234 or PSY 100)	
SOC 335 Race and Ethnic Relations	3
(Students should take EDU 232 first)	

The major study requirements Variable hours

Professional Education, General 24 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
METHODS 764	3

The BLOCK Courses

EDU 440 Seminar in Education	1
EDU 490 Observation and Directed Teaching (9–12)	6
EDU 241 Introduction to Instructional Media	1
(can be taken prior to BLOCK upon approval of faculty advisor)	
EDU 466 Preadolescent and Adolescent Behavior	3
EDU 467 The Secondary School	3
EDU 450 Reading in the Content Areas	2

Additional Program Requirements for area of licensure *(See specific requirements next page).*

Program Requirements for Secondary Teacher Education (9–12) in Biology

B. A. in Biology with 9–12 Licensure

Grades 9–12 Program Requirements

BIO 101/141 General Biology I and Lab	4
BIO 102/142 General Biology II and Lab	4
BIO 211/241 Plant Biology and Lab	4
BIO 222/242 Invertebrate Zoology and Lab	4
BIO 254 Evolution of Biological Systems	3
BIO 358 Aquatic Field Studies	2
BIO 359 Terrestrial Field Studies	2
CHE 111/141 General Chemistry I and Lab	4
CHE 112/142 General Chemistry II and Lab	4
CHE 221/241 Organic Chemistry I and Lab	4
GEO 200/240 Earth Science and Lab	4
PHY 100 Principles of Physical Science	3
MAT 245 Statistics I	3
SCI 764 The Teaching of Science	3

In addition, all requirements must be met as stated by the School of Education for the secondary teacher education program.

B. S. in Biology with 9–12 Licensure

Grades 9–12 Program Requirements

BIO 101/141 General Biology I and Lab	4
BIO 102/142 General Biology II and Lab	4
BIO 211/241 Plant Biology and Lab	4
BIO 222/242 Invertebrate Zoology and Lab	4
BIO 254 Evolution of Biological Systems	3
BIO 352 Symbiology	3
BIO 358 Aquatic Field Studies	2
BIO 359 Terrestrial Field Studies	2
CHE 111/141 General Chemistry I and Lab	4
CHE 112/142 General Chemistry II and Lab	4
CHE 221/241 Organic Chemistry I and Lab	4
CHE 222/242 Organic Chemistry II and Lab OR CHE 436/446 Biochemistry and Lab	4
GEO 200/240 Earth Science and Lab	4
PHY 211/241 General Physics I and Lab	4
PHY 212/242 General Physics II and Lab	4
MAT 211 Calculus I	4
MAT 245 Statistics I	3
SCI 764 The Teaching of Science	3

In addition, all requirements must be met as stated by the School of Education for the secondary teacher education program.

Program Requirements for Secondary Teacher Education (9-12) in Chemistry

B.A. in Chemistry with 9–12 Licensure

Grades 9–12 Program Requirements

A chemistry major including the following:

CHE 111/141 General Chemistry I and Lab	4
CHE 112/142 General Chemistry II and Lab	4
CHE 221/241 Organic Chemistry I and Lab	4
CHE 222/242 Organic Chemistry II and Lab	4
CHE 350 Quantitative Analytical Chemistry	4
CHE 490 Seminar	1
Chemistry Electives including 6 additional hours in chemistry numbered 200 or above	12
MAT 211 Calculus I	4
PHY 211/241 General Physics I and Lab	4
PHY 212/242 General Physics II and Lab	4
SCI 764, The Teaching of Science	3
Additional hours chosen from the following:	6
mathematics (200 level or above)	
biology (200 level or above)	
chemistry (200 level or above)	
physics (200 level or above)	

B.S. in Chemistry with 9–12 Licensure

Grades 9–12 Program Requirements

A chemistry major including the following:

CHE 111/141 General Chemistry I and Lab	4
CHE 112/142 General Chemistry II and Lab	4

CHE 221/241 Organic Chemistry I and Lab	4
CHE 222/242 Organic Chemistry II and Lab	4
CHE 350 Quantitative Analytical Chemistry	4
CHE 420 Chemical Thermodynamics and Kinetics	3
CHE 430 Atomic and Molecular Structure	3
CHE 490 Chemistry Seminar	1
CHE 499 Research	1
Chemistry Electives	8
MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 354 Differential Equations	3
PHY 211/241 General Physics I and Lab	4
PHY 212/242 General Physics II and Lab	4
BIO 101 General Biology I	3
SCI 764 The Teaching of Science	3

Program Requirements for Secondary Teacher Education (9–12) in English

Grades 9–12 Program Requirements

ENG 111 Principles of Writing	3
ENG 175 Grammar	1
ENG 200 Text and Contexts	3
ENG 202 Development of English Literature	3
ENG 206 Survey of American Literature	3
ENG 240 Introduction to Film	3
ENG 270 Introduction to Literary Research	3
ENG 330 African-American Writers	3
ENG 351 Old English	3
ENG 358 Advanced Composition	3
ENG 499 or 498 Thesis	1
ENG 764 The Teaching of English	2
ENG 765 Practicum in Teaching of English	1
One course in world literature which is not American or British	3
One seminar (ENG 357, 359, 360 or 495)	3
One course in Shakespeare (ENG 355 or 356)	3
One course in 18th or 19th century (ENG 340, 365, 367, or 368)	3
One course in 20th century (ENG 335, 345, 350, 364, 370 or 371)	3

Prospective teachers are strongly urged to take one course in communication or theatre.

Program Requirements for Secondary Teacher Education (9-12) in Mathematics

Grades 9-12 Program Requirements

MAT 144 Functions and Graphs	3
MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 245 Statistics I	3
MAT 250 An Introduction to Mathematical Reasoning	2
MAT 314 Calculus III	4
MAT 321 Modern Abstract Algebra	3
MAT 334 Modern College Geometry	3
MAT 340 Mathematical Probability and Statistics	3
MAT764, The Teaching of Mathematics	3
Choose from the following:	3
CIS modules (3)	
CSC 101, Beginning Programming (3)	

Program Requirements for Secondary Teacher Education (9-12) in Social Studies

Grades 9-12 Program Requirements

HIS 101 Emergence of Western Civilization	3
HIS 102 Modern Western Civilization	3
HIS 214 American History to 1876	3
HIS 215 American History Since 1876	3
ECO 101 Microeconomic Principles	3
POL 100 American Political System	3
HIS 764 The Teaching of Social Studies	3
Non-Western History chosen from the following:	6
HIS 200 Introduction to Latin America (3)	
HIS 224 Introduction to Asian History (3)	
HIS 310 Modern China (3)	
HIS 325 Asian Civilizations (3)	
or from special studies courses that may be offered in the history of Africa and the MiddleEast and other non-Western areas	
Twentieth century history selected from the following:	3
HIS 308, Twentieth Century Europe (3)	
POL 309, The Politics of the Vietnam War (3)	
HIS 319, Contemporary American History Since 1945 (3)	
HIS 330, U.S. and World History (3)	
Geography course selected from the following:	3
GEO 205 World Regional Geography (3)	
GEO 326 Environmental Resources (3)	
GEO 322 Economic Geography (3)	
GEO 368 Political Geography (3)	
Courses selected from the following or from the GEO courses above:	12
ECO 100 Macroeconomic Principles (3)	
POL 300 Law and Society (3)	
POL 301 The Constitution and the Rights of Americans (3)	
POL 340 State and Local Political Systems (3)	
SOC 230 Principles of Sociology (3)	
SOC 335 Race and Ethnic Relations (3)	
or approved electives from anthropology, economics, human geography, politics, or sociology.	

Workforce Development Teacher Education Program: Teaching family and consumer sciences

The general education requirements of the College which must include these specific courses in the following areas:

Behavioral and Social Sciences 6 hours

PSY 312 Psychology of Exceptional Individuals *(Prerequisite: EDU 234 or PSY 100)*	3
SOC 335 Race and Ethnic Relations	3

The major study requirements 28 hours

Professional education and related courses as follows:

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 350 Teaching in The Middle School	3

EDU 440 Seminar in Education	1
EDU 490 Observation and Directed Teaching (9-12)	6
EDU 241 Introduction to Instructional Media	1
EDU 466 Preadolescent and Adolescent Behavior	3
EDU 467 The Secondary School	3
EDU 450 Reading in the Content Areas	2
FCS 764 Methods of Teaching FCS	3

Minimum semester hours in Family and Consumer Sciences courses: 49–53 semester hours chosen from the following:

Child Development 9 hours

CD 234 Preschool Child	3
CD 335 Marriage and Family Relationships	3
CD 436 Administration of Programs for Young Children	3

Clothing and Fashion Merchandising 6 hours

FMD 115 Principles of Clothing Construction	3
FMD 418 Textiles	3

Foods and Nutrition 10 hours

FN 124 Principles of Food	3
FN 227 Nutrition	3
FN 310 Food Service Management 1	3
FN 312 Food Service Management for FCS Majors	1

Interior Design and Housing 6 hours

ID 245 Housing	3
ID 144 or ART 144 Interior Design I	3

Consumer Resource Management 6 hours

FCS 355 Family Resource Management	3
FCS/ECO 274 Consumer Economics	3

Additional required courses 12–16 hours

FCS 765 Family and Consumer Sciences Education	3
HED 100 Contemporary Health Issues	2
FCS 490 Professional Symposium	1
FCS 325 Supervised work experiences in FCS or 2000 hours of work in FCS field	4
SOC 340, SWK 308 or PSY 210 Developmental	3
Electives chosen from the following:	3
CD 438 Supporting and Strengthening Families (3)	
FMD 226 Tailoring (3)	
FMD 427 Apparel Design (3)	
ID 246 Interior Design Materials (3)	

Special Subject Area Teacher Education (Grades K–12) Programs

Program Requirements for K–12 in Art Education

The general education requirements of the College including these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

The Art Core Curriculum 25 hours

ART 101 Drawing I	3
ART 105 2-D Design	3
ART 201 Drawing II	3
ART 206 Color Theory	3
ART 221 Art History Survey I	3
ART 222 Art History Survey II	3
ART 324 Topics in Modern Art History	3
ART 495 Portfolio Photography	1
ART 496 Professional Practices	3

Other Required Courses 61 hours

Art Courses 27 hours

ART 160 Ceramics	3
ART 207 Three-Dimensional Design	3
ART 210 Painting	3
ART 270 Fibers	3
or ART 275 Metals	3
ART 300 Computer Design	2
ART 350 Printmaking	3
ART 365 Sculpture	3
Art 393 Junior Seminar	1
Art History elective	3
ART 734 Foundations in Art Education	3
ART 735 Teaching and Methods: Art Pre K-5	3
ART 736 Teaching and Methods: Art in the Secondary School	3
EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 241 Introduction to Instructional Media	1
EDU 440 Seminar	1
EDU 450 Reading in the Content Areas	2
EDU 466 Preadolescent & Adolescent Behavior or 467 The Secondary School	3
EDU490 Observation and Directed Teaching	6
PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Program Requirements for K-12 Licensure in Dance

The general education requirements of the College including these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

The Dance Core Curriculum 44 hours

DAN 150 Perspectives in Dance	1
DAN 159 Improvisation I	2
DAN 250 Movement Fundamentals	2
DAN 255 Movement Fundamentals Lab	1
DAN 257 Music for Dance	2
DAN 200 Dance Appreciation	3
DAN 256 Composition	3
DAN 350 Movement Fundamentals II	3
DAN 352 Dance Repertory	2
DAN 355 Creative Arts Touring Company	2
DAN 356 Dance Composition II	3

DAN 357 Creative Arts Touring Company/Assistantship	1
DAN 359 Dance History	3
BIO 322/342 Human Anatomy and Physiology	4
HED 282 Prevention and Care of Movement Injuries	2
Dance Technique—total of 10 credits to include	
Modern II, III, and/or IV (4)	
Ballet II, III, and/or IV (2)	
Jazz II, III, and/or IV (1)	
Technique Electives (3)	

(Dance Education should include DAN 152, Folk and Square)

Professional Education Courses 25 hours

EDU 232 Foundations of American Education	3
EDU 234 Education Psychology	3
DAN 761 Theory/Methods of Teaching Dance, K–6	3
DAN 762 Theory/Methods of Teaching Dance, 7–12	3
DAN 763 Reflective Teaching	3
EDU 440 Seminar in Education	1
EDU 241 Introduction to Instructional Media	1
EDU 450 Reading in the Content Area	2
EDU 490 Observation and Directed Teaching	6

Program Requirements for K-12 Licensure in Teaching English as a Second Language

The general education requirements of the College which must include these specific courses in the following areas:

HIS 103 The World in the 20th Century	3
REL 102 World Religions	3

Cultural Perspectives 3 hours

COM 390 Intercultural Communication	3

Literature elective 3 hours

ENG 335 20th Century World Literature	3

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Required Courses 4 hours

ENG 175 English Grammar	1
ENG 505 Study of Linguistics	3

Professional Studies 37 hours

EDU 232 Foundations of Education	3
EDU 234 Educational Psychology	3
EDU 255 Literature for Children and Early Adolescents	3
EDU 241 Intro to Instructional Media	1
EDU 300 Introduction to Language Arts	2
EDU 345 ESL in K-12 Classrooms	3
EDU 400 Communication Skills	3
EDU 402 Preservice Practicum	1
EDU 745 Intro to Methods of Teaching ESL	3
EDU 467 The Secondary School	3
EDU 440 Seminar in Education	1
EDU 466 Pre-Adolescent and Adolescent Behavior	3
EDU 450 Reading in the Content Areas	2
EDU 490 Observation and Directed Teaching	6

Program Requirements for K–12 Licensure in Music
General Education Requirements 39–48 hours

CORE 100 The Context of Culture	4
CORE 200 Cultural Connections	0–3
CORE 400 Global Perspectives	3
ENG 111 Principles of Writing	3
ENG 200 Texts and Contexts	3
HIS 101, 102 or 103	3
REL 101, 102, 103, 104 or 105	3
Mathematics	3
Foreign language	0–6
Laboratory science	4
Science in Society elective	3
SOC 335 Race and Ethnic Relations	3
PSY 312 Psychology of Exceptional Individuals	3
Four physical education activity courses or one health education course and two physical education activity courses	4

Threads:
2 writing, 1 ethics, 1 oral communication, 1 information retrieval
Experiential Learning:
one approved EL experience and 12 cultural events
Competency requirement:
fundamental computer skills

Education courses 20 hours

MUS 720 Materials and Methods Elementary	2
MUS 721 Materials and Methods Middle	2
EDU 234 Educational Psychology	3
EDU 232 Foundations of American Education	3
EDU 490 Student Teaching (Block)	6
EDU 241 Intro to Instructional Media	1
EDU 450 Reading (Block)	2
EDU 440 Seminar	1

Courses chosen from one of the following emphases: 64 hours

Music courses for Choral/General Emphasis

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUA 060 String Instruments	2
MUA 068 Guitar Lab	1
MUA 070 Woodwind Instruments	2
MUA 080 Brass and Percussion Instruments	2
MUS 300 and 301 Conducting	4
MUS 304 Instrumentation	1
MUS 308 Choral Arranging	2
MUS 722 Materials and Methods Secondary	2
Principle Applied Study	14

Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective.

Secondary applied study(ies)	3
MUA 491 Graduation Recital	1
Ensembles	7 semesters
Keyboard proficiency	

Music courses for Instrumental Emphasis

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUA 060 String Instruments	2
MUA 068 Guitar Lab	1
MUA 070 Woodwind Instruments	2
MUA 080 Brass and Percussion Instruments	2
MUS 300 and 302 Conducting	4
MUS 304 Instrumentation	1
MUS 306 Orchestration	2
MUS 723 Materials and Methods Instrumental	2
Principles Applied Study	14
Secondary applied study(ies) (must include 1 hour of voice.)	2
MUA 491 Graduation Recital	1
Instrumental ensembles	7 semesters
Keyboard proficiency	

Program Requirements for K-12 Licensure in Physical Education

The general education requirements of the College which must include these specific courses in the following areas:

Behavioral and Social Sciences 6 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
SOC 335 Race and Ethnic Relations	3

The Physical Education Core Curriculum 35 hours

HED 100 Contemporary Health Issues	2
BIO 322/342 Human Anatomy and Physiology and Lab	4
(prerequisites: BIO 101/14 General Biology I and Lab)*	
ESS 200 Foundations of Physical Education, Sport and Fitness	3
ESS 220 Principles of Strength Training and Conditioning	2
ESS 255 Lifespan Motor Development	3
ESS 300 Issues and Management of Sport and Physical Education	3
ESS 310 Exercise Leadership	3
ESS 320 Assessment in Physical Education, Sport and Fitness	3
ESS 475 Motor Learning and Skill Performance	3
ESS 482 Kinesiology	3
ESS 485 Exercise Physiology	3
ESS 487 Exercise Physiology Lab	1
ESS 460 Senior Seminar	2

Theory and Practice of Skill Acquisition 6 hours

Physical Education/dance activity electives beyond general education requirements. Choose at least one activity hour from each category listed below *(must be taken for a grade).*

Aquatics
Fitness
Leisure and Recreation
Team sports
Individual/dual sports
Dance

Prior to graduation, the student must show valid proof of First Aid/CPR certification.

Teaching Physical Education 12 hours

ESS 743 Teaching P.E. in the Elementary School for the Physical Educator	3
ESS 744 Methods of Teaching Team, Individual and Recreational Sports	2
ESS 745 Teaching Healthful Living in the Middle and Secondary School	4
ESS 746 Teaching P.E. for Individuals w/Special Needs (K–12)	3

Professional Education Courses 16 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 440 Seminar in Education	1
EDU 241 Introduction to Instructional Media	1
EDU 450 Reading in the Content Areas	2
EDU 490 Observation and Directed Teaching	6

Program Requirements for K–12 Licensure in Theatre

The general education requirements of the College which much include these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Theatre Licensure Requirements (K–12) 51–53 hours

ART 244 Fundamental Concepts of Art	1
DAN 159 Movement Improvision	2
DAN 244 Fundamental Concepts of Dance	1
MUS 244 Fundamental Concepts of Music	1
THE 114 Introduction to Theatre	3
THE 150 Voice & Articulation	3
THE 214 Creative Dramatics	3
THE 224 Basic Acting	3
THE 130 Performance Practicum	1
THE 137 Stage Management Practicum	1
COM/THE 141 Publicity Practicum	1
THE 245 Stagecraft	3
THE 246 Lighting & Sound	3
THE 247 Costume & Makeup	3
COM 330 Video Production	3
THE 316 – 317, History of Theatre I & II	6
THE 320 Puppetry	3
THE 350 Modern Drama or ENG 355 or 356 Shakespeare	3
THE 425 Directing	3
THE 496 Seminar in Musical Theatre	3
THE 490 Project: area of specialization	1–3

Professional Education Courses 24 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 467 The Secondary School	3
EDU 450 Reading in the Content Area	2
EDU 241 Introduction to Instructional Media	1

EDU 255 Literature for Children and Early Adolescents	2
THE 735 Methods of Teaching Theatre K–12	3
EDU 440 Seminar In Education	2
EDU 490 Observation and Directed Teaching	6

Program Requirements for K–12 Licensure in French or Spanish

The general education requirements of the College which must include these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Professional Education Courses 26 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
FL 764 The Teaching of a Foreign Language in the Elementary, Middle, and Secondary Schools	4
EDU 440 Seminar in Education	1
EDU 241 Introduction to Instructional Media	1
EDU 466 Preadolescent, Adolescent Behavior	3
EDU 467 The Secondary School	3
EDU 450 Reading in Content Areas	2
EDU 490 Observation and Directed Teaching	6

French or Spanish licensure requirements as listed below 32 hours

French Licensure Requirements

FRE 205 Intermediate French I	3
FRE 206 Intermediate French II	3
FRE 304 French Civilization	3
FRE 305 Phonetics and Phonology	3
FRE 306 Advanced Grammar, Composition and Linguistics	3
FRE 307 Advanced Conversation	3
FRE 364 Discoveries in French Literature I	3
FRE 365 Discoveries in French Literature II	3
FRE 350 Seminar (2 semesters)	2
Electives chosen from the following:	6
FRE 301 Business French (3)	
FRE 308 Francophone Literature (3)	
FRE 309 French Women Writers (3)	
FRE 300 Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as elective.)	

Spanish Licensure Requirements

SPA 205 Intermediate Spanish I	3
SPA 206 Intermediate Spanish II	3
SPA 303 Civilization of Spain or SPA 304 Spanish American Civilization	3
SPA 305 Phonetics and Phonology	3
SPA 306 Advanced Grammar, Composition and Linguistics	3
SPA 307 Advanced Conversation	3
SPA 350 Seminar (2 semesters)	2
Electives chosen from the following	12
SPA 308 Readings in Hispanic Literature (3)	
SPA 351 The Development of Poetry (3)	
SPA 352 The Development of Theater (3)	
SPA 353 The Development of Short Fiction (3)	
SPA 354 The Dev.of Long Narrative in Spanish Literature (3)	
SPA 300 Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as elective.)	

900 numbered courses in French and Spanish can be substituted for 300 level courses. Substitutions for required literature courses are also possible. See department head for information and approval.

Title II Federal Report 2004–2005

I. PRAXIS Data — Student Interns

- Meredith College overall pass rate is 97%.
- 42 Meredith College student interns attempted the Elementary Education (K–6) Exams with a 98% pass rate.

II. Program Information

- Number of students enrolled in teacher education during the 2004–2005 school year — 169
- Number of students in supervised student teaching for the same period — 76
- Supervising Faculty—full time in professional education — 4
- part time, employed full time by Meredith College — 9
- part time, not otherwise employed by Meredith College—5
- Total number of Supervising Faculty — 18
- Student to Faculty Ratio — 4:2
- Student teachers average 30 hours per week in schools during the ten-week student teaching period for a total of 300
- The Teacher Preparation Program at Meredith College is fully accredited by both NCATE and the North Carolina Department of Public Instruction.
- The Teacher Preparation Program at Meredith College is not designated as low-performing.

English

Associate Professor Colby, Head; Professors English, Gilbert, Grathwohl, Jackson, Walton, and Webb; Associate Professors Dearlove, Duncan, Johnson, and Pearce; Assistant Professor Britt; Adjuncts Boone, Button, Cash, Cockshutt, Hogan, Melbourne, Quinn, Roberts, Rosser and Wofford.

The courses offered by the Department of English are designed to foster in every student

- the ability to read critically and to think logically and independently;
- skills in speaking and writing;
- an understanding of and appreciation for the English language;
- an understanding of the power and responsible uses of rhetoric;
- an appreciation for and enjoyment of various genres of literature and film;
- an awareness of the cultures from which this literature has come; and
- an appreciation of human values.

We hope that as a result of her experiences in these courses a student will continue her own education — reading widely, thinking critically, and working to improve her speaking and writing.

In addition, the curriculum for English majors is designed to give them

- an historical sense of the development of literature in the English language from its beginnings to the present; and
- a knowledge of the themes and approaches of major writers in English.

CAREER DIRECTIONS

A major in English may prepare a student for a variety of careers: positions in businesses, libraries, museums, and churches; journalism, technical writing, and editing; teaching and school administration; personnel work and counseling; and free-lance writing. A major in English also prepares the student for graduate work in English and related fields and is recommended as pre-professional training for law and business.

RESOURCES

Alumnae gifts honoring professors Norma Rose and Mary Lynch Johnson have funded endowed professorships in their names. These professorships allow English faculty to invite eminent poets, writers, and scholars to campus for lectures and discussions with students, and they enrich teaching and scholarship in English by supporting research, travel, and the purchase of books and films.

Students who wish more advanced study and research in literature should consult with the department head and arrange for it through the special studies option listed on page 41. Students may elect courses through the Cooperating Raleigh Colleges.

ENG 111 with a "C" or better is a prerequisite for all other courses in English; ENG 200 is a prerequisite for most other literature courses in the department.

Major in English 34–36 hours

ENG 111 Principles of Writing 3
ENG 200 Texts and Contexts 3
ENG 206 Survey of American Literature 3
ENG 270 Literary Research/Critical Theory 3
ENG 498 Honors Research Project or
ENG 499 Research Project 1–3
One chosen from the following 3
    ENG 202 Dev. of English Literature (3)
    ENG 330 African-American Writers (3)
One chosen from the following 3
    ENG 351 Old English (3)
    ENG 352 Chaucer (3)
One chosen from the following 3
    ENG 355 Shakespeare (3)
    ENG 356 Shakespeare (3)
One chosen from the following 3
    ENG 340 Dev. of the British Novel (3)
    ENG 365 English Poetry Romantic Period (3)
    ENG 367 English Lit.Victorian Period (3)
    ENG 368 English Lit. of 18th Century (3)
One chosen from the following 3
    ENG 335 20th C. World Lit in Translation (3)
    ENG 345 Irish Renaissance (3)
    ENG 350 Modern Drama (3)
    ENG 364 20th C. Poetry in English (3)
    ENG 370 20th C. Prose Through 1945 (3)
    ENG 371 20th C. Prose After 1945 (3)
One Seminar chosen from the following 3
    ENG 357 Seminar in 17th C. Poetry (3)
    ENG 359 Seminar In Amer. Women Writers (3)
    ENG 360 Seminar in Southern Writers (3)
    ENG 495 Seminar in European Literature (3)
Elective 300 Level or above chosen from courses
including ENG 358 3

When choosing courses, an English major must include one poetry course and one American course beyond ENG 206. No credit in English is given for ENG 764.

MINORS IN ENGLISH AND PROFESSIONAL WRITING

English 21 hours

English electives beyond ENG 111 and 112 9
English electives at the 300 or 400 level 9
    (Prerequisite ENG 111)

Professional Writing and Presentation Media 21 hours

Core requirements (12)

ENG111 Principles of Composition (3)
ENG 358 Professional Writing (3)
COM 225 Public Speaking (3)
One course in visual principles and practice. Choose from
    ART 140 Introduction to Graphic Communication (3)
    ENG 250 Document Design (3)
    CIS 156 Web Site Design and Management (3)

Writing electives (3 credits) Choose from among the following:

ENG 220 Creative Nonfiction (3)
ENG 235 Writing Poetry (3)
ENG 236 Writing Fiction (3)
ENG 245 Introduction to Journalism (3)
ENG 247 Introduction to Professional Editing (3)
ENG 280 Special Topics in Professional Writing (3)
COM 360 Writing for the Media (3)

General electives (6 credits). Choose from Writing Electives above and/or the following:

ART 105 Two-dimensional Design (3)
ART 130 Photography I (3)
ART 230 Photography II (3)
ART 245 Typography and Layout (3)
(Prerequisites ART 101, ART 105 and Art 140)
BUS 260 Principles of Marketing (3)
BUS 466 Sales Management (3)
(Prerequisites BUS 240, BUS 260)
BUS 467 Advertising and Sales Promotion (3)
(Prerequisites BUS 240, BUS 260)
BUS 468 Marketing Management and Planning (3)
(Prerequisites BUS 240, BUS 260)

CIS 120 Spreadsheets (1)
CIS 140 Databases (1)
COM 330 Video Production (3)
COM 350 Business and Professional Communication (3)
(Prerequisite COM 225)
COM 400 Special Topics (with prior approval) (3)
ENG 932 Internship

Technology proficiency: Students must submit a portfolio that demonstrates competency in two technology areas. These areas may include databases, spreadsheets, web design, page layout or graphic design (Using QuarkXPress or InDesign), or visual editing/design (using Photoshop).

Professional Writing and Presentation Media Minors will present a portfolio demonstrating successful communication through the use of two technology applications: spreadsheets, databases, web design, page design or computer drawing. Internships of one to four credit hours are encouraged.

Teacher licensure is available in B–K, K–6, 6–9 communication skills concentration and 9–12 English. See licensure requirements in the School of Education listing.

— For English courses, see page 134.

Foreign Languages and Literatures

Professor Thomas, Head; Professors Pitts and Reiss; Associate Professor Concha-Chiaraviglio; Assistant Professors Billat, Machelidon, and Maldonado-DeOliveira; Adjuncts Bonaduce-Dresler, Brabeck, Capra, Darrah, DeBellis, Gaffer, Isleem, Kube, Maclachlan, Mastro, Nunes and Tague. Director of Competency: Creech

The Department of Foreign Languages and Literatures offers majors and minors in French and Spanish, minors in German and Italian, and courses in Latin, Arabic, and Chinese. The purpose of the Department of Foreign Languages and Literatures is to promote excellence in the undergraduate foreign language program.

Our students will:

- Acquire appropriate competence in the skills of listening, speaking, reading and writing and knowledge of the cultures represented by that language.
- Gain an understanding of the targeted foreign cultures and civilizations, and a greater appreciation of those cultures and of their own to help them be more tolerant world citizens.
- Explore the target language through the use of a large variety of technical and community resources.

Advanced Placement and Competency

Foreign Language competency at the intermediate-mid level is a graduation requirement at Meredith. Please see the General Education Foreign Language Requirement (p. 58) for a complete list of methods for demonstrating competency. To satisfy this requirement, you are encouraged to build on your knowledge of the foreign language you studied in high school by taking the appropriate foreign language courses early in your college career. The department will place you at the appropriate level of a foreign language on the basis of high school units.

If you have had three or more years of Spanish, French, German, Italian or Latin, or if you have learned the language fairly well through other life experience, your skill level should be assessed during early registration or orientation through a placement test. Depending on the results of the placement test, the department will either place you in the level most appropriate for you or determine that you qualify to take the competency test.

If the competency test is recommended and you complete it successfully, you will not be required to take additional foreign language courses. However, the department encourages you to pursue your study of a foreign language beyond the requirement. When you complete two 3-hour language courses at the 300 level with a grade of C or better, the Registrar will award you six hours of credit for courses "skipped" on the intermediate level (205-206). You will then have earned a total of 12 credit hours in the language you studied and may decide to pursue a major or minor.

The foreign language requirement may be waived for students whose native language is not English after appropriate documentation is provided. Please see department head or registrar for more information.

Students who wish further study in languages other than French and Spanish should consult with the department head and arrange for it through special studies options, such as those listed on page 41. Students may also elect to take courses at other CRC (Cooperating Raleigh Colleges) institutions. Students of German may arrange for a contract major in consultation with the department head.

Students may also elect to take courses at other CRC (Cooperating Raleigh Colleges) institutions. Students of German may arrange for a contract major in consultation with the department head.

Majors are advised to study a second language as a related field and are urged to take advantage of the overseas study programs offered through the department and the College. It is strongly recommended that majors work as assistants in the department or in the language lab for two to three semesters or longer. Future teachers are particularly encouraged to pursue an internship as these become available.

Majors in Foreign Languages

French 35 hours

FRE 205 Intermediate French I or placement	0–3
FRE 206 Intermediate French II or placement	0–3
FRE 304 French Civilization	3
FRE 305 French Phonetics and Phonology	3
FRE 306 Adv. Grammar, Comp, Linguistics	3
FRE 307 Advanced Conversation	3
FRE 350 French Seminar	2
FRE 364 Discoveries in French Literature I	3
FRE 365 Discoveries in French Literature II	3
HIS 102 Modern Western Civilization	3
Electives chosen from French courses above the 100 level	6–12

Spanish 35 hours

SPA 205 Intermediate Spanish I or placement	0–3
SPA 206 Intermediate Spanish II or placement	0–3
SPA 303 Civilization of Spain or SPA 304 Spanish American Civilization	3
SPA 305 Spanish Phonetics & Phonology	3
SPA 306 Adv. Grammar, Comp., Linguistics	3
SPA 307 Advanced Conversation	3
SPA 350 Spanish Seminar	2
Four courses chosen from the following	12
SPA 308 Readings in Hispanic Literature (3)	
SPA 331 Spanish and Latin American Film	
SPA 351 The Development of Poetry (3)	
SPA 352 The Development of Theatre (3)	
SPA 353 Development of Short Fiction (3)	
SPA 354 Development of Narrative (3)	
HIS 102 Modern Western Civilization Or HIS 200 Intro to Latin-American History	3
Elective chosen from Spanish courses above the 100 level	0–6

Substitution for Spanish literature courses can be made with the approval of the department head.

MINORS IN FOREIGN LANGUAGES

French 18 hours

FRE 205 Intermediate French I	3
FRE 206 Intermediate French II	3
FRE 304 French Civilization	3
FRE 305 French Phonetics & Phonology	3
FRE 306 Adv. Grammar, Comp., Linguistics	3
Elective chosen from French 300 level courses	3

German 18 hours

GER 205 Intermediate German I	3
GER 206 Intermediate German II	3
GER 306 Advanced German Grammar	3
GER 307 Advanced Conversation	3
GER 366 Advanced German Reading	3
Elective chosen from German 300 level courses	3

Italian 18 hours

ITA 205 Intermediate Italian I	3
ITA 206 Intermediate Italian II	3
Electives chosen from the following	9
ART 221 Western Art: Ancient-Early Renaissance (3)	
ART 222 Western Art: Renaissance-Modern (3)	
ART 323 Topics in Art History (3)	
HIS 304 Greek and Roman History (3)	
LAT 205 Intermediate Latin I (3)	
LAT 206 Intermediate Latin II (3)	
Study in Italy	
Electives approved by advisor	3

Some courses must be taken either at North Carolina State University or through study abroad.

Spanish 18 hours

SPA 205 Intermediate Spanish I	3
SPA 206 Intermediate Spanish II	3
SPA 303 Civilization of Spain or SPA 304 Spanish American Civilization	3
SPA 305 Spanish Phonetics & Phonology	3
SPA 306 Adv. Grammar, Comp., Linguistics	3
SPA 307 Advanced Conversation or a 300 level Spanish elective	3

Teacher licensure is available in K–12 in French and Spanish. See licensure requirements in the School of Education listing.

— *For Arabic courses, see page 112.*

— *For Foreign Language courses, see page 142.*

— *For French courses, see page 142.*

— *For German courses, see page 144.*

— *For Italian courses, see page 149.*

— *For Latin courses, see page 150.*

—*For Spanish courses, see page 174.*

Health, Exercise and Sports Science

Professor Campbell, Head; Professor Chamblee; Assistant Professors Eschbach, Malley, Myers and Wray; Instructors Rairigh and Zinn; Adjuncts Drury-Rohner, Hatchell, Huffman, Katschkowsky, Lee, Lord, Olevsky, Olsen, Pashby, Raley, and Woodall

Mission

The programs of the Department of Heath, Exercise and Sports Science foster the broad vision and goals of Meredith College by contributing to the lifelong development of women so they may live energetic and full lives. The curricular and co-curricular offerings of the department are designed to stimulate holistic learning that promotes the integration of physical and intellectual skills and abilities. We contribute to the institution's goal of educating women to excel by providing an environment that encourages women to develop disciplinary and interdisciplinary knowledge, critical cognitive abilities, movement awareness, physical skill development, and wellness behaviors. Recognizing the connection between health and well-being and our ability to meet life's challenges, we strive to offer programs that prepare women to lead physically active, health-enhancing lives. The department is committed to providing quality educational programs and experiences that prepare our students to pursue professional careers, post-graduate study, leadership roles, and lifelong learning. Meredith's Exercise and Sports Science degree program combines theory and practice to prepare students for success in professions that improve quality of life, making people's lives healthier, more manageable and more fulfilling. The program blends a liberal arts education with specialized study of the discipline, field specific technology, clinical assessment skills, research tools and practical field experiences. In all of this, our faculty guide and support the development of students in becoming knowledgeable, responsible, and caring women sensitive to the important challenges that face our college, local, national, and global communities.

Health and Physical Education General Education Goals

The Health and Physical Education general education program is committed to providing students with broad and varied learning opportunities that encourage students to lead physically active, health-enhancing lives.

Health and Physical Education Learning Outcomes

Following completion of this program, the student will

- ○ demonstrate movement competency and proficiency;
- ○ demonstrate sufficient skill and technique to pursue lifetime participation in fitness and sport activities
- ○ demonstrate knowledge of safe and effective movement techniques
- ○ exhibit interest and desire to maintain a healthy lifestyle;
- ○ value physical activity as an opportunity for enjoyment, challenge, self-expression, and social interaction;
- ○ apply understanding of concepts and principles to enhance acquisition and performance in movement settings;
- ○ demonstrate participation behaviors that promote personal and group success in activity settings.

Exercise and Sports Science majors/minors are required to take all activity courses (note PED prefix) which fulfill the requirements for the Exercise and Sports Science major for a grade. Dance majors/minors are required to take all dance activity courses which fulfill the requirements for the Dance major for a grade. All dance and physical education activity courses taken to fulfill requirements for the Dance and Exercise and Sports Science majors may count toward graduation.

Exercise and Sports Science Major Program Goals

The programs of study leading to majors in Exercise and Sports Science are designed to

- ○ promote a learning environment which is concurrently supportive and challenging;
- ○ promote opportunities for students to gain disciplinary and inter-disciplinary knowledge;
- ○ provide opportunities for students to gain experiential knowledge and make connections with what they have learned through practicum experiences;
- ○ provide opportunities for students to gain skills and knowledge in the use of technology as a tool for learning, working and communicating;
- ○ provide experiences that prepare our students to pursue professional careers; and
- ○ promote lifelong learning.

Exercise and Sports Science Major Learning Outcomes

Following completion of the program of study in Exercise and Sports Science, students will

- ○ demonstrate an understanding of content knowledge, current disciplinary concepts, and tools of inquiry related to the development of a physically educated person;
- ○ demonstrate conceptual and experiential understanding of the subject matter of exercise and sports science and how this knowledge relates to diverse individuals and other disciplines;
- ○ demonstrate proficiency in varied exercise, motor, and sports skills;
- ○ utilize opportunities (as pre-professional persons) to observe, plan, assess, and develop program plans for a variety of exercise and sport science applications;
- ○ utilize opportunities (as pre-service teachers) to observe, plan, teach, assess and develop curriculum experiences at elementary, middle, and secondary levels;
- ○ demonstrate continued realization of physical activity and sport as life-enriching and health enhancing;
- ○ demonstrate continued learning, professional development, and reflective practice in the realm of exercise and sports science; and
- ○ demonstrate an understanding of the use of technology in the field of physical education and exercise and sports science.

Exercise and Sports Science Major Offerings

The Bachelor of Science degree with a major in Exercise and Sports Science includes a 35 credit hour core curriculum and a concentration in Health and Wellness or Physical Education (which prepares students as candidates for North Carolina K–12 teaching licensure). The department also offers a minor in exercise and sports science.

CAREER DIRECTIONS

The **Exercise and Sports Science major** is designed for students who wish to pursue careers in exercise and sport , or who wish to seek further specialization through graduate school. The program of study focuses on foundational, as well as organizational and administrative principles, wellness, skilled movement, and sport. Students are provided with opportunities to integrate, reflect, and apply disciplinary concepts and principles in the field of exercise and sports science and/or physical education. Graduates may seek entry-level positions as sports and exercise specialists in wellness centers, corporate/worksite fitness facilities, resorts or clubs, youth recreation programs, and community based sports centers or as physical educators in school settings. With additional education students may seek careers in exercise physiology, physical therapy, cardiac rehabilitation, sports medicine, sports psychology, recreation or occupational therapy, physical education teacher education, as well as many other areas of specialization.

The **Health and Wellness Concentration** program of study is designed for students who wish to pursue careers in areas of corporate fitness, health promotion, hospital-based rehabilitation, sport and/or fitness programs for children, youth, or adults, or who wish to seek further specialization through graduate study.

The **Physical Education Concentration** program of study prepares students as physical educators. Students will be prepared as candidates for North Carolina K-12 licensure; see specific requirements in the teacher education section of this catalogue. In addition to the core curriculum of 35 hours, the student will complete 39 credit hours, including skill acquisition, physical education methods, and professional education classes.

FACILITIES AND RESOURCES

Exercise and Sports Science majors have opportunities to study in various laboratory settings in addition to the classroom. While using varied cardiovascular and strength training equipment, ESS majors have opportunities to gain strength and conditioning concepts and skills in Meredith's fitness center. The Human Performance lab provides the Meredith community, in addition to area fitness enthusiasts and athletes the ability to receive up-to date evaluation of their cardiovascular risks, fitness and training status, as well as guidance on how to implement or expand physical fitness into their lives. Student majors will have the opportunity to apply valuable knowledge and skills while performing varied physiological assessments in the lab, as well as have opportunities to work with faculty to conduct research projects. Throughout the Exercise and Sports Science program, students have opportunities to apply their knowledge and skills in "real life" settings, including public schools, youth and senior centers, and community organizations.

General Education — Health and Physical Education Program

Through health and physical education the student gains greater knowledge and appreciation of her physical self by integrating skill development with cognitive thought processes. The department offers a wide variety of theory and activity courses, with special emphases on health, fitness, and life-time sports. Dance technique courses are also offered in the General Education Physical Activity Program. For the highly skilled, there are opportunities to participate in intercollegiate athletics, Meredith Dance Theatre, and the Aqua Angels.

POLICIES RELATED TO THE GENERAL EDUCATION HEALTH AND PHYSICAL LEARNING COMPONENT

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take swimming for non-swimmers during one of the four semesters. After a student has met her requirements, she may elect additional activity courses that may be taken for a grade or pass-fail. However, no more than eight credits may be counted in the 124 hours required for graduation except for students majoring/minoring in dance or exercise and sports science. **No more than two credit hours in any one intercollegiate sport (PED 471, 472, 475, 476, 477) or performance group (PED 313, DAN 456) can be counted toward general education requirements.**

Pre-approved permission granted by the department head and a recommendation from her previous instructor are required in order for students to repeat a physical education course for credit. No more than two credit hours in any one intercollegiate sport (PED 471, 472, 475, 476, 477) or performance group (PED 313, DAN 456) can be counted toward general education requirements.

The courses related to sports team participation (PED 313, 471, 472, 475, 476, 477) are eligible for Pass/Fall grading only.

All physical education and dance activity courses taken to fulfill the general education requirement will have Pass/fail grading. **A student may audit an activity course only with special permission from the department head.**

Note that all physical education activity courses carry a PED prefix, ESS courses do not count toward general education physical education activity credit.

Exercise and Sports Science majors/minors are required to take all activity courses (note PED prefix) that fulfill the requirements for the Exercise and Sports Science major for a grade. **Dance majors/minors** are required to take all dance activity courses that fulfill the requirements for the Dance major for a grade. All dance and physical education activity courses taken to fulfill requirements for the Dance and Exercise and Sports Science majors may count towards graduation.

Bachelor of Science Degree with major in Exercise and Sports Science

REQUIREMENTS FOR A MAJOR IN EXERCISE AND SPORTS SCIENCE

The requirements for a major in exercise and sports science shall include fulfillment of general education requirements, the 35 credit hour core curriculum in exercise and sports science, and additional courses specified according to the selected concentration. Students may pursue a major in Exercise and Sports Science by selecting a concentration in: Health and Wellness or Physical Education (which prepares students as candidates for North Carolina K–12 teaching licensure). The ESS core curriculum focuses on foundational, as well as organizational and administrative principles, wellness, skilled movement, and sport. Students are provided with opportunities to integrate, reflect upon, and apply disciplinary concepts and principles in the field of exercise and sports science.

The **Health and Wellness Concentration** program of study is designed for students who wish to pursue careers in areas of corporate fitness, health promotion, hospital-based rehabilitation, sport and/or fitness programs for children, youth, or adults, or who wish to seek further specialization through graduate study. The program of study promotes critical connections between physical activity, fitness and sport performance, and their relationship to disease and disability prevention, health enhancement, and lifestyle modification. In addition to the 35 credit hour core curriculum in exercise and sports science, the student will complete an additional 26-27 credit hours.

The **Physical Education Concentration** program of study prepares students as physical educators. Students will be prepared as candidates for North Carolina K–12 licensure; see specific requirements in the teacher education section of this catalogue. In addition to the core curriculum of 35 hours, the student will complete 40 credit hours, including skill acquisition, physical education methods, and professional education classes.

Majors in Exercise and Sports Science

The Core Curriculum 35 hours

HED 100 Contemporary Health Issues	2
BIO 322/342 Human Anatomy and Physiology & Lab	4
ESS 200 Foundations of Physical Education, Sport and Fitness	3
ESS 220 Principles of Strength Training and Conditioning	2
ESS 255 Lifespan Motor Development	3
ESS 300 Issues and Management of Sport and Physical Education	3
ESS 310 Exercise Leadership	3
ESS 320, Assessment in Physical Education, Sport and Fitness	3
ESS 475 Motor Learning and Skill Performance	3
ESS 482 Kinesiology	3
ESS 485 Exercise Physiology	3
ESS 487 Exercise Physiology Lab	1
ESS 460 Senior Seminar	2

Exercise and Sports Science with a Concentration in Health and Wellness 61-62 hours

The Exercise and Sports Science Core Curriculum	35
HED 282 Prevention and Care of Movement Injuries	2
FN 227 Nutrition	3
ESS 350 Topics in Exercise & Sports Science	3
ESS 486 Exercise Prescription	3
ESS 499 Introduction to Research in Exercise and Sports Science	3
ESS 451 Practicum in Exercise & Sports Science	3

***Prior to graduation, students must show valid proof of First Aid/CPR certification

Physical education/dance activity electives beyond general education requirements. Choose 6 activity hours from at least three categories listed below *(must be taken for a grade)* 6

Aquatics
Fitness
Leisure and Recreation
Team Sports
Individual/Dual Sports
Dance

Select one course from the following: 3

SOC 332 Human Sexuality
CHE 111/141 General Chem I/General Chem I Lab
PSY 210 Developmental Psychology
COM 260 Interpersonal Communication
BUS 260 Principles of Marketing
ESS 746 Teaching Physical Education for Individuals with Special Needs, K–12

Exercise and Sports Science with a Concentration in Physical Education 75 hours

The Exercise and Sports Science Core Curriculum 35

Physical education/dance activity electives beyond general education requirements. Choose at least one activity hour from each category listed below *(must be taken for a grade)* 6

Aquatics
Fitness
Leisure and Recreation
Team Sports
Individual/Dual Sports
Dance

***Prior to graduation, students must show valid proof of First Aid/CPR certification

ESS 743 Teaching Physical Education in the Elem. School for the Physical Educator	3
ESS 744 Method of Teaching Team, Individual and Recreational Sports	2
ESS 745 Teaching Healthful Living in the Middle and Secondary School	4
ESS 746 Teaching Physical Education for Individuals with Special Needs (K–12)	3

Professional Studies

PSY 210 or 310, Developmental /Psych of Children and Adolescents	3
SOC 335 Race and Ethnic Relations	3
EDU 232 Foundations of Education	3
EDU 234 Educational Psychology	3
EDU 440 Seminar in Education	1
EDU 241 Introduction to Instructional Media	1
EDU 450 Reading in the Content Area	2
EDU 490 Observation and Directed Teaching	6

MINOR IN EXERCISE AND SPORTS SCIENCE 20 HOURS

Select from the following: 14

BIO 322 Human Anatomy and Physiology (3)
BIO 342 Human Anatomy and Physiology Lab (1)
ESS 200 Foundation of Physical Education, Sport & Fitness (3)
ESS 220 Principles of Strength Training and Conditioning (2)
ESS 255 Lifespan Motor Development (3)
ESS 300 Issues and Mgmt of Sport and Physical Education (3)
ESS 310 Exercise Leadership (3)
ESS 320 Assessment in Physical Education, Sport and Fitness (3)
ESS 475 Motor Learning and Skill Performance (3)
ESS 350 Topics in Exercise and Sports Science (3)
ESS 482 Kinesiology (3)
Prerequisites: BIO-322, BIO 342
ESS 485 Exercise Physiology (3)
Prerequisites: BIO-322, BIO-342
ESS 487 Exercise Physiology lab (1)
ESS 486 Exercise Prescription (2)
Prerequisites: BIO-322, BIO-342.
ESS 499 Introduction to Research in Exercise and Sports Science (3)
Prerequisite: ESS-320
FN 227 Nutrition (3)

(Students pursuing teacher licensure may select from any of the above and those listed below):

ESS 743 Teaching Physical Education in the Elementary School

for the Physical Educator (3)
ESS 744 Methods of Teaching Team, Individual and Recreational Sports (2)
ESS 745 Teaching Healthful Living in the Middle and Secondary Schools (4)
ESS 746 Teaching Physical Education for Individuals w/Special Needs (K–12) (3)

Health courses selected from the following: 2
- HED 100 Contemporary Health Issues (2)
- HED 200 Responding to Emergencies (2)
- HED 282 Prevention and Care of Movement Injuries (2)

Additional Physical Education/Dance Activity courses beyond general education requirements; must include one course selection from at least four of the following five categories: Team Sports, Individual Sports, Dual Sports, Fitness and Dance *(must be taken for a grade)* 4

—For Exercise and Sports Science courses, see pages 137.
—For Health courses, see page 145.
—For Physical Education courses, see page 160.

History and Political Science

Professor Novak, Head; Professors Gates and Frazier; Associate Professor True-Weber; Assistant Professors Fountain, Martinson, McElreath and Vitarbo; Adjunct; C. Griffiths

The department offers majors in History, Public History, American Civilization, International Studies, and Political Science.

Objectives

Through the courses and programs offered by the department, every student will develop a serious acceptance of the obligations of democratic citizenship; an informed awareness of the modern world in its many historical and political dimensions; and the ability to be objective and discerning about other peoples and cultures. In addition, all history and politics majors will develop the knowledge base appropriate to the fields they have chosen; relevant skills in research, analysis, and communication; and the ability to choose and pursue meaningful careers. Toward this end, the department will provide each major effective individual advising on personal, academic and career concerns.

CAREER DIRECTIONS

History and Political Science majors may go into teaching, graduate study, paralegal professions, law, state and federal government, business, public and social service careers, historic sites, museums and archives, the foreign service, international relations, journalism and editing, and many other occupations supported by a wide knowledge of history and politics. The department also has special career tracks in vocational and professional areas.

RESOURCES

Our location in the state capital gives us unique opportunities for students in History and Political Science. Archives, museums and historic sites abound, allowing us to offer the most complete undergraduate major in Public History of any college in the Southeast. Our proximity to state and city government affords our politics students wonderful on-site experience and personal connections: one alumna became Assistant to the NC Speaker of the House and another worked for Senator John Edwards. Our student teachers gain their experience in the best schools in Wake County. Our majors need only take the Wolfline one mile down the road to N.C. State University, which offers an exceptional array of specialized upper-level courses that no small college department could hope to present.

Internships

All majors should plan to undertake a community internship experience for academic course credit. An internship will help each student to clarify her career choices, to gain valuable skills and establish important contacts, and to secure employment after graduation. Consult departmental advisors for help in making a good choice among the many possibilities available in the immediate area. Recent internships have been at sites such as the N.C. Museum of History, Exploris International Children's Museum, N.C. Supreme Court, N.C. Assembly, Historic Oakview, Duke Homestead and a variety of others.

Advanced Placement

The Department offers advanced placement in American History 214, 215; Western Civilization 101,102; Introduction to Asian History 224; and Politics 100.

Majors in History

American Civilization 37 hours

HIS 334 Methods of Historical Research 3
HIS 495 Senior Seminar 1
HIS 499 Senior Research OR HIS 498 Honors Thesis 3
Electives in American history 15
Approved electives from other disciplines related to the American experience 15
Students planning to teach should also elect six hours from European or Asian fields.

History 31 hours

HIS 334 Methods of Historical Research 3
HIS 495 Senior Seminar 1
HIS 499 Senior Research OR HIS 498 Honors Thesis 3
HIS 101 Emergence of Western Civilization or HIS 102 Modern Western Civilization 3
HIS 214 American History to 1876 or HIS 215 American History since 1876 3
One non-western course chosen from the following 3
- HIS 103 The World in the 20th Century (3)
- HIS 200 Intro to Latin American History (3)
- HIS 224 Intro to Asian History (3)
- HIS 281 Intro to African History (3)
- HIS 282 Modern Middle East (3)
- HIS 325 Asian Civilization (3)
- appropriate special studies courses

Electives in approved history courses 15

International Studies 37 hours

HIS 334 Methods of Historical Research 3
HIS 495 Senior Seminar 1

HIS 499 Senior Research OR HIS 498 Honors Thesis	3
Electives in modern international history	15
Approved electives chosen from business, economics, geography, foreign language, fine arts, and other disciplines that relate to the 20th century world	15

It is highly recommended that International Studies students achieve fluency in at least one foreign language. The major should also, if possible, include study abroad.

Public History 37 hours

HIS 334 Methods of Historical Research	3
HIS 495 Senior Seminar	1
HIS 499 Senior Research OR HIS 498 Honors Thesis	3
and HIS 214 American History to 1876	3
HIS 215 American History since 1876	3
HIS 250 Introduction to Archaeology or HIS 260 Introduction to Native American History	3
HIS 300 Introduction to Public History	3
HIS 333 History of the South or HIS 520 History of North Carolina	3
Elective in history	3
POL 100 American Political Systems or POL 305 Intro to Public Administration or POL 340 State and Local Political Systems	3
ART 221 Western Art: Ancient-Early Renaissance or ART 222 Western Art: High Renaissance-Modern	3
Internship in a public history institution	1–3
Approved electives	2–5

Each student will consult with the major professor to choose additional courses from a variety of related fields that will prepare her for a career in archives, museums, historic sites and preservation, or documentary editing.

—For history courses see page 145.

Majors in Political Science

Political Science (General) 36 hours

Core:18 Hours

POL 100 American Political Systems	3
POL 205 Political Ideas Seminar	3
POL 203 Contemporary American Policy	3
POL 204 Modern Political Studies or 210 International Politics	3
Research Methods (SOC 374, or PSY 200, or SWK 309, or MAT 245, or LEG 401)	3
POL 499 Senior Research or POL 498 Honors Thesis	3
Electives in courses from at least two different sub fields in Political Science:	18

Political Science with a Concentration in International Relations 36 hours

Core: same as above 18

POL 210 or POL 204, whichever not yet taken from core above	3
POL/HIS 330 United States and the World in the 20th Century	3
POL 320 International Political Economy	3
Electives: chosen from approved courses in POL and related fields	9

Political Science with a Concentration in Law and Justice 36 hours

Core: same as above with LEG 401 for Research Methods 18

POL 300 Law and Society	3
POL 301 Constitution and Rights of Americans	3
ENG 358 Professional Writing	3
Electives: chosen from approved courses in POL and related fields	9

—For Political Science courses, see page 163.

MINORS IN HISTORY AND POLITICAL SCIENCE

American Civilization 18 hours

HIS 334 Methods of Historical Research	3
Electives approved by the department head	15

History 18 hours

HIS 334 Methods of Historical Research	3
Electives approved by the department head	15

International Studies 18 hours

HIS 334 Methods of Historical Research	3
Electives approved by the department head	15

Public History 18 hours

HIS 334 Methods of Historical Research	3
Electives approved by the department head	15

Criminal Justice Studies 21 hours

SOC 230 Principles of Sociology	3
POL 100 American Political Systems	3
SOC 336 Criminology	3
POL 930 or SOC 930 Internship (Open to Juniors and Seniors	3
Electives chosen from the following	9
SOC 337 Corrections (3)	
SOC 335 Race and Ethnic Relations (3)	
POL 300 Law and Society (3)	
POL 301 Const & Rights of Americans (3)	
POL 305 Intro to Public Administration (3)	
HIS 215 American History Since 1876 (3)	

Political Science 21 hours

POL 100 American Political Systems	3
POL 205 Political Ideas Seminar	3
Prerequisite: ENG 111	3
Approved electives in politics courses at least two at 300 level	12

Teacher licensure is available in B–K, K–6, 6–9 social studies concentration and 9–12 social studies. See licensure requirements in the School of Education listing.

Human Environmental Sciences

Professor Tippett, Head; Professors Burpitt, Clark, Ellis, Goode; Associate Professors Fisher, Giampaoli, Landis and Winterhoff; Assistant Professors Crowley, Roubanis and Strangis; Adjuncts Applegate, Barish, Bostic, Gurley, Johnston, Ostrowski, Poorman, Sibert, Simon, Sloop and Vincent.

The department uses an interdisciplinary approach to study the relationship among individuals, families and communities and the environments in which they function. As an applied science program, the Department of Human Environmental Sciences focuses on assisting people to improve their quality of life, thereby improving the conditions of society.

Human Environmental Sciences strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers and enter graduate programs in the following areas of study: Child Development, Family and Consumer Sciences, Fashion Merchandising and Design, Foods and Nutrition, and Interior Design.

The **goals** are that students will

- ○ apply principles and skills for managing human and material resources for the improvement of the quality of life for individuals, families, and society;
- ○ synthesize knowledge gained from a broad-based liberal arts core at Meredith College and apply it to her major; and
- ○ demonstrate effective communication skills, collaboration skills, research skills, creativity, critical thinking skills, leadership, and professional ethics.

The department offers majors leading to Bachelor of Science degrees in child development, family and consumer sciences, fashion merchandising and design, foods and nutrition, and interior design. Minors are also offered in each area.

Majors may earn licensure to teach family and consumer sciences in public and private schools, they may complete B-K or K-6 licensure combined with a child development degree, and they may also complete a second major or minor in another department.

The **Didactic Program in Dietetics** at Meredith College is accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association, Jackson Blvd., Chicago, IL, 60606-6995, (312) 899-4876. Graduates of this program are eligible to apply for accredited Dietetic Internship Programs, the current pathway for completion of supervised practice requirements leading to registration in the field.

The **Meredith College Dietetic Internship** is a CADE accredited program. Students enrolled in the dietetic internship acquire competence for an entry-level position in clinical nutrition, community nutrition, or food service management. Successful completion of the internship program will enable students to take the Registration Examination to become Registered Dietitians.

The department also offers a **Master of Science degree in Nutrition.** Details of the Master of Science Degree in Nutrition Program are published in a separate graduate catalogue. Information is available from the Department of Human Environmental Sciences or the John E. Weems Graduate School. The program is designed for students with a baccalaureate degree in foods, nutrition, allied health or related fields who are seeking advanced study in applied human nutrition. The program requires 35–36 credit hours, with a thesis or non-thesis option.

The **Interior Design program** is fully accredited by the Council for Interior Design Accreditation (formerly FIDER). Majors are encouraged to join the student chapter of the American Society of Interior Designers (ASID).

Students earning majors in interior design, child development, fashion merchandising and design, and foods and nutrition may earn a second major in family and consumer sciences by completing 24 hours of course work that does not overlap the first major. Students are advised to begin their majors during their freshman year in order to complete the sequence of courses within four years.

The **mission** of the **Child Development program** at Meredith College is to offer an interdisciplinary program of study that prepares students both for careers in early childhood settings and agencies serving young children and their families, as well as the pursuit of graduate and professional studies. The philosophy underlying this program is that children develop within an ecological framework that includes complex interrelationships among the child, the family, the culture, and society. This program strives to develop in students the knowledge and skills to promote the application of a developmental perspective to their work with children and families, to establish partnerships between families and child development professionals that reflect family-centered practices, and to provide educational and community programming that is inclusive of all children.

Child Development Program Goals

Upon completion of the program the students will

- ○ Demonstrate mastery of professional standards and guidelines as set forth by the National Association for the Education of Young Children, the Division of Early Childhood in the Council for Exceptional Children, and the North Carolina Department of Public Instruction;
- ○ Design, adapt, and evaluate integrated curriculum, inclusive environments, teaching practices, and children's learning utilizing developmentally appropriate techniques;
- ○ Articulate and demonstrate mastery of family-centered practices and strategies for working with the families of young children;
- ○ Evaluate, interpret, and translate professional literature and theory into best practices for children and their families;
- ○ Advocate for children and their families based on best practices and policy; and
- ○ Participate in professional organizations serving children and families.

The **Child Development major** focuses on the physical, social, emotional, and intellectual development of children, birth through age eight. Students may choose to become eligible to teach in public school programs by completing B–K or K–6 licensure requirements through Meredith's teacher preparation program.

The **mission** of the **Fashion Merchandising and Design program** is to educate women to excel in the fashion industry. The program is interdisciplinary, incorporating aspects of art, psychology, sociology, business, history, philosophy, and science. It is grounded in the liberal arts which values freedom and openness in the pursuit of truth and knowledge. The goal of the Fashion Merchandising and Design program is to provide both a structured and experiential learning process to help students discover the concepts and challenges of today's fashion business and equip them with the necessary skills to become successful in this field.

Fashion Merchandising and Design Program Goals

Upon completion of the program, students will be able to

○ Identify different aspects of the fashion industry;

○ Synthesize knowledge gained from other disciplines and apply that to the field of fashion merchandising and/or design;

○ Demonstrate necessary skills in retail buying and management for the merchandising concentration or skills in apparel design and pattern making for the design concentration;

○ Solve problems creatively by using experiential learning both in the classroom and within the industry, as well as through travel and internships;

○ Utilize current technology available within the fashion industry; and

○ Demonstrate effective communication, research, and critical thinking skills.

The **Fashion Merchandising and Design major** provides instruction in all areas of the fashion industry, from design to retailing. The **Merchandising Concentration** prepares students for professional careers in fashion retailing, including store management, buying, visual merchandising, and consumer services.

The **Design Concentration** equips students with the knowledge and skills necessary to obtain jobs in the area of fashion design. Job opportunities include apparel designer, design engineer, design digitizer, and marketing coordinator for apparel manufacturers.

The **mission** of the **Family and Consumer Sciences program** is to develop the knowledge, skills, and practice of professionals whose work will be to be able to help individuals and families manage the challenges of living and working in a diverse, global society across the life span. This program focuses on empowering individuals, strengthening families, and enabling communities through teaching, research, and service. The program prepares students to assume professional responsibilities in a variety of career fields such as education, business, industry, social agencies, and government, or to enter a graduate program for further study.

Family and Consumer Sciences Program Goals

Upon completion of the program, students will

○ Integrate knowledge from the disciplines of Human Environmental Sciences to promote the well-being of families, individuals, and communities;

○ Promote the personal, social, and economic health of people;

○ Utilize theories and research to balance personal, home, family, and work lives;

○ Address problems in diverse family, community, and work environments;

○ Apply appropriate technology to maximize human potential;

○ Develop high standards of professional practice; and

○ Pursue further study through continuing education programs, leadership in the profession, community service, or graduate work.

The **Family and Consumer Sciences major** is designed for students who are entering careers that call for a broad knowledge of all family and consumer sciences areas, such as teaching in public schools and the Cooperative Extension Service, secondary and adult education. When she combines the family and consumer sciences major requirements with those for secondary licensure, the student is qualified to teach 7–12 family and consumer sciences (formerly home economics) in North Carolina. Students who choose teacher licensure should see the department for specific requirements. When she combines the major with a major or minor in business, the student is prepared for a career in consumer services, utility companies, product and equipment promotion, and government agencies.

The **Foods and Nutrition undergraduate program** prepares students for careers in nutrition, foods, and dietetics, and to pursue accredited dietetic internship programs leading to registration in the field. Grounded in the basic sciences, students are provided a strong foundation to pursue graduate and professional studies, and a curriculum that promotes student leadership and encourages service to the profession and community. The program strives to develop in students the knowledge and skills to promote optimal nutrition and well-being through the application of nutrition science to individuals and groups across the life span in a diverse and changing environment. The program fosters in students a global and holistic understanding of the interrelationships among human nutrition, wellness, food and its systems.

Food and Nutrition Undergraduate Program Goals

Upon completion of the program, students will be able to

○ Demonstrate mastery of Didactic Program in Dietetics competencies as articulated by the American Dietetic Association;

○ Communicate effectively using appropriate techniques and technology;

○ Advocate for optimal nutrition and well-being;

○ Demonstrate critical thinking skills;

○ Evaluate and interpret professional and lay literature in the field;

○ Participate in the process of research; and

○ Demonstrate leadership with integrity and social responsibility.

The **Foods and Nutrition major** is designed for students with interests in normal and therapeutic human nutrition, nutrition research, foods, food science, and food service management. Graduates may work in a variety of professional settings, including hospitals and other healthcare settings, sports nutrition and wellness programs, community and public health departments, food and nutrition-related businesses and industries, and research. Majors are encouraged to gain experience in the field of nutrition and dietetics through on and off-campus volunteer and work experiences and with the Meredith College Student Dietetic Association.

The **mission** of the **Interior Design program** is to provide an interior design curriculum that equips students with the tools that will enable them to apply creativity, critical thinking, and problem solving in ways that can benefit clients, their colleagues, and their communities and provide its graduates with the skills, training, and experience that can lead to academic, professional, and personal success.

Interior Design Program Goals

Upon completion of the program, students will be able to

- Analyze clients' needs, goals, and life safety requirements by following a systematic design process;
- Formulate design concepts and present design recommendations with appropriate media;
- Prepare working drawings and specifications, taking into consideration compliance with universal accessibility guidelines and all applicable codes;
- Prepare business documents and review and evaluate design solutions;
- Synthesize knowledge gained from a broad-based liberal arts college core and apply it to the Interior Design major; and
- Demonstrate effective communication, collaboration, research, creative, and critical thinking skills, along with leadership and professional ethics.

The **interior design major** provides opportunities for students interested in residential, commercial, and institutional design. Students are admitted to the interior design degree program after advisement and recommendation of the interior design faculty. Students build skills in space planning, programming, computer aided design, and presentation methods, with emphasis on professional practice. Majors are encouraged to participate in design internships and the Student Chapter of the American Society of Interior Designers. During the senior year students have the opportunity to work very closely with an assigned mentor in professional development, portfolio development and job search skills. Meredith's interior design program also offers opportunities for study abroad in Denmark between the junior and senior year. A professional advisory board reviews the curriculum, recommends innovations, and identifies career possibilities. The program is accredited by the Council for Interior Design Accreditation (formerly FIDER). Graduates may pursue careers in such settings as design firms, retail furnishings and materials stores, corporate, government, and institutional facilities departments, office furnishing dealerships, hotel and restaurant chains and health care facilities.

Majors in Human Environmental Sciences

Child Development 47-48 hours

BK 337 Observation of Young Children	3
CD 234 The Preschool Child	3
CD334 Infant Development	3
CD 335 Marriage/Family Relationships	3
CD 340 Young Children's Learning Environment	3
CD 345 Preschool Curriculum	4
CD 438 Support & Strength Families	3
CD 450 Adv. Practicum & Seminar *(Waived for licensure candidates admitted to the School of Education)*	4
FCS 490 Professional Symposium	1
HED 200 Responding to Emergencies	2
PSY 210 Life Span Developmental Psych or PSY 310 Psych of Children and Adolescents	3
PSY 312 Psych of Exceptional Individual	3
SWK 235 Child Welfare	3
Electives chosen from the following	9–10
BK 341 Variations in Early Development (3)	
BK 350 Emergent Literacy & Technology Integ (3)	
BK 445 Advanced Curriculum Development (3)	
CD 434 Infant Curriculum (3-4)	
CD 436 Admin. of Prog. Young children (3)	
CD 440 Rdgs Presch Educ & Early Inter (3)	
FCS 355 Family Resource Management (3)	
FN 227 Nutrition (3)	
EDU 232 Foundations of Education (3) or EDU 234 Educational Psychology (3)	

Fashion Merchandising and Design

Students must take the core curriculum plus additional requirements for one of two concentrations.

The Core Curriculum (30 hours)

FMD 114 Apparel Merchandising	3
FMD 115 Prin. Of Clothing Construction	3
FMD 212 Visual Merchandising	3
FMD 213 Clothing and Society	3
FMD 315 History of Costume	3
FMD 318 Apparel Design Development	2
FMD 418 Textiles	3
BUS 260 Principles of Marketing	3
BUS 467 Advertising & Sales Promotion	3
ECO 101 Microeconomic Principles	3
FCS 490 Professional Symposium	1

Merchandising Concentration 45 hours

A minor in business is strongly recommended.

The Core Curriculum (30 hours)

FMD 244 Retail Merchandising	4
FMD 442 Retail Buying	3
FMD 443 Special Problems in Retailing	2
BUS 240 Principles of Management	3
BUS 361 Consumer Behavior	3

Design Concentration 54-55 hours

The Core Curriculum (30 hours)

FMD 226 Tailoring	3
FMD 244 Retail Merchandising	4
Or FMD 495 Senior Project	3
(Seniors may opt to take FMD 495 Senior Project instead of FMD 244 Retail Merchandising)	
FMD 425 Draping	3
FMD 427 Apparel Design	3
FMD 428 CAD Apparel Design	3
ART 101 Drawing I	3
ART 105 Two-Dimensional Design	3
ART 206 Color Theory	3

Family and Consumer Sciences 37 hours

FN 227 Nutrition	3
ECO 274 Consumer Economics	3
CD 335 Marriage/Family Relationships	3
FCS 355 Family Resource Management	3
FCS 490 Professional Symposium	1
FCS 424 Professional Perspectives in FCS *(Waived for licensure candidates admitted to the School of Education)*	3
FCS 425 FCS Practicum *(Waived for licensure candidates admitted to the School of Education)*	3
One course in fashion merchandising and design	3
One course in interior design	3
Electives chosen from CD, FMD, FN, ID, FCS	12

Foods and Nutrition 78 hours

FN 124 Principles of Foods	3
FN 227 Introductory Nutrition	3
FN 250 Perspectives in Nutrition	2
FN 260 Nutrition in Diverse Populations	3
FN 310 Food Service Management Systems I	3
FN 311 Food Svc Mgmt Sys I Lab for FN or FN312 Food Svc Mgmt Sys I Lab for FCS	1
FN 320 Food Svc Mgmt Sys II	4
FN 330 Experimental Food Science	3
FN 340 Nutritional Biochemistry and Metabolism	4
FN 440 Med Nutr Assess, Thpy & Couns I	4
FN 450 Med Nutr Assess, Thpy & Couns II	4
FN 480 Colloquium in Nutrition	1
FCS 490 Professional Symposium	1
FCS 764 Methods of Teaching FCS	3
CHE 111/141 General Chemistry I and Lab	4
CHE 112/142 General Chemistry II and Lab	4
CHE 221/241 Organic Chemistry 1 and Lab	4
BIO 101/141 General Biology I and Lab	4
BIO 251 Cell Biology	3
BIO 322/342 Human Anatomy and Physiology and Lab or BIO 323/343 Vertebrate Physiology and Lab	4
BIO 334/344 Microbiology and Lab	4
ACC 230 Principles of Accounting I	3
MAT 245 Statistics I or PSY 200 Statistical Methods in Psychology	3
PSY 100 Introduction to Psychology	3
Electives chosen from the following	3
BIO/CHE 200 + (3–4)	
PHY 100+ (3–4)	
FN 299 or 499 Research (3)	
FN 498 Honors Thesis (3)	
PSY 324 Conditioning & Behavior Modification (3)	
BUS 260 Principles of Marketing (3)	
ESS 482 Kinesiology (3)	
ESS 485/487 Exercise Physiology and Lab (4)	
REL 344 Biomedical Ethics (3)	

Interior Design 64 hours

ID 142 History of Architectural Interiors & Furnishings	3
ID 144 Interior Design I	3
ID 243 ID Drafting & Presentation	3
ID 244 Interior Design II	3
ID 245 Housing Issues	3
ID 246 Interior Design Materials	3
ID 248 Technology Applications For ID	3
ID 342 Special Problems in CADD	3
ID 343 Construction Technology	3
ID 344 Interior Design III	3
ID 348 Interior Lighting Design	3
ID 443 Professional Practices in ID	3
ID 444 Interior Design IV	3
ID 447 Contract Interior Design	3
FMD 418 Textiles	3
FCS 490 Professional Symposium	1
ART 101 Drawing I	3
ART 105 Two-Dimensional Design	3
ART 206 Color Theory	3
ART 207 Three-Dimensional Design	3
ART 221 Survey W. Art-Ancient, Early Ren or ART 222 Survey W. Art-High Ren-Modern	3
Elective chosen from the following	3
BUS 260 Principles of Marketing (3)	
BUS 240 Principles of Management (3)	

Interior design students are advised to arrange their courses in the following sequence:

Freshmen: ID 142, 144; ART 101, 105
Sophomores: ID 243, 244, 248; ART 206, 207
Juniors: ID 245, 246, 342, 343, 344, 348; ART 221 or 222
Seniors: ID 443, 444 and 447; FMD 418; FCS 490

MINORS IN HUMAN ENVIRONMENTAL SCIENCES

Child Development 28 hours

CD 234 The Preschool Child	3
CD 334 Infant Development	3
CD 335 Marriage/Family Relationships	3
CD 345 Preschool Curriculum	4
CD 340 Young Children's Learning Environment	3
CD 438 Support & Strength Families	3

(Prerequisites BK 337, PSY 210 or 310 [prerequisite PSY 100 or EDU 234])

Fashion Design 20 hours

FMD 114 Apparel Merchandising	3
FMD 115 Principles Of Clothing Construction	3
FMD 315 History of Costume	3
FMD 318 Apparel Design Development	2
FMD 418 Textiles	3
FMD 425 Draping	3
FMD 427 Apparel Design	3

Family and Consumer Sciences 21 hours

FN 227 Nutrition	3
CD 335 Marriage/Family Relationships	3
FCS 355 Family Resource Management	3
FCS 274 Consumer Economics	3
One interior design elective	3
One fashion merchandising and design elective	3
One elective from CD, FMD, FN, ID or FCS	3

Interior Design 18 hours

ART 101 Drawing I or ART 105 2-D Design	3

ID 142 History of Architectural Interiors & Furnishings	3
ID 144 Interior Design I	3
ID 245 Housing Issues	3
ID 246 Interior Design Materials	3
FMD 418 Textiles	3

Merchandising 21 hours

FMD 114 Apparel Merchandising	3
FMD 212 Visual Merchandising	3
FMD 213 Clothing and Society	3
FMD 244 Retail Merchandising	4
FMD 418 Textiles	3
FMD 443 Special Problems in Retailing	2
Approved elective	3

Foods and Nutrition 18–20 hours (assuming prerequisites have been met)

Core Courses 8 hours

FN 227 Introductory Nutrition	3
FN 250 Perspectives in Nutrition *(Prerequisite: FN 227 Introductory Nutrition)*	2
FN 260 Nutrition in Diverse Populations *(Prerequisite: FN 227 Introductory Nutrition)*	3

Students may select 10–12 additional hours from the following course offerings:

FN 124 Principles of Foods	3
FN 310 Food Service Management Systems I *(Prerequisite: FN 124 (3);Corequisite: FN 312 (1) = (4))*	3
FN 311 Food Svc Mgmt Sys I Lab for FN *(Prerequisite: FN 124 (3); Corequisite: FN 310 (3) = (6))*	1
FN 320 Food Service Management Systems II *(Prerequisites: FN 124 (3), FN 310 (3), ACC 230 (3), and FN 312 (1) = (10))*	4
FN 330 Experimental Food Sciences *(Prerequisites: FN 124 (3), FN 227 (3), BIO 101/141 (4) = (10))*	3
FN 340 Nutritional Biochemistry & Metabolism *(Prerequisites: FN 227 (3), CHE 111/141 (4), CHE 112/142 (4), CHE 221/ 241 (4), BIO 101/141 (4), BIO 251 (3) = (23))*	4
FN 440 Medical Nutritional Assessment, Therapy and Counseling (MNATC) *(Prerequisites: FN 227 (3), FN 340 (3), BIO 101/141 (4), BIO 102/142 (4), CHE 111/141 (4), CHE 112/142 (4); CHE 221/ 241 (4); Corequisites: BIO 322/342 (4) or BIO 323/343 (4), (26–34))*	1
FN 450 MNATC II *(Prerequisites: FN 227 (3), FN 340 (3), FN 440 (4), BIO 101/141 (4) BIO 102/142 (4), CHE 111/141 (4), CHE 112/142 (4); CHE 221/ 241 (4); Corequisites: BIO 322/342 (4) or BIO 323/343 (4) (30–38))*	4

Teacher licensure is available in B–K, K–6, and Family and Consumer Sciences. See licensure requirements in the School of Education listing

—For Birth–Kindergarten Licensure courses, see page 118.
—For Child Development courses, see page 122.
—For Family and Consumer Sciences courses, see page 139.
—For Fashion Merchandising and Design courses, see page 139.
—For Foods and Nutrition courses, see page 141.
—For Interior Design courses, see page 148.

Interdisciplinary Studies

A department or school may intermittently offer opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

—For Interdisciplinary Study courses, see page 147.

Mathematics and Computer Science

Professor Davis, Head; Professors Dietz and Reichard; Associate Professors Hontz and Schuette; Assistant Professors Cole, Hendrix, Koster, Director of Computer Studies, and Rosso; Instructor Watkins, Computer Applications Specialist; Research Associate Joyner; Adjuncts Birch, Clinton, Dempster, Jones, O'Hara, Schiermeier, Woodward and Zack.

Mission Statement:

The Department of Mathematics and Computer Science at Meredith College provides opportunities for faculty and students to engage in the expansion of knowledge in mathematics and computer studies. We provide all Meredith students a foundation for active participation in an increasingly technological society. The department strives to educate our majors and minors to be creative, capable, ethical and confident in applying mathematical reasoning and technology to solve problems and accomplish goals. We prepare our majors and minors for success in careers and graduate school, as well as foster a lifelong appreciation for mathematics and technology.

Departmental Goals:

GENERAL EDUCATION:

The goals of the Department of Mathematics & Computer Science are that all students will acquire and develop:

○ Quantitative literacy and technological fluency
○ The ability to solve problems through a process of conceptual and logical reasoning

MATHEMATICS:

A student who completes a degree in mathematics will:

○ Reason mathematically and work collaboratively to solve problems
○ Communicate mathematics both orally and in writing with precision and clarity
○ Understand a branch of mathematics in depth
○ Make connections within mathematics
○ Use technology for conceptual understanding and significant computation
○ Apply mathematics across disciplines (BS only)

COMPUTER SCIENCE:

A student who completes a degree in Computer Science will

○ Develop a broad understanding of current technologies and the confidence to expand on this knowledge

- Develop a fundamental knowledge of architecture and operating systems
- Demonstrate strong analytical and critical thinking skills
- Demonstrate interpersonal communication and team skills and strong ethical principles
- Be able to design and implement programming solutions

COMPUTER INFORMATION SYSTEMS:

A student who completes a degree in Computer Information Systems will:

- Have a broad business and real world perspective
- Develop a broad understanding of current technologies and the confidence to expand on this knowledge
- Demonstrate strong analytical and critical thinking skills
- Demonstrate interpersonal communication and team skills and strong ethical principles
- Be able to design and implement information technology solutions that enhance organizational performance.

Minors in mathematics, computer studies, statistics, and mathematics/computer applications are also offered, along with a variety of support courses for other disciplines.

In addition, the department offers the mathematics and methods courses for middle grades and secondary teacher licensure in North Carolina.

Academic credit for supervised professional employment related to mathematics and/or computer science is available through cooperative education, internships, and special studies.

The Vivian Kraines Freshman-Sophomore Mathematics Competition is held each January, and awards are given to the winners. Each spring the Vallie Tillotson Nelson Award is given to the outstanding freshman in mathematics courses. The Canaday Scholarship is given annually to a rising senior majoring in the department, and the Preston Scholarship is given to a student who has excelled in statistics.

Extracurricular activities include participation in national and regional mathematics and computer science competitions. The Canaday Mathematics and Computer Science Club sponsors guest speakers, programs on co-ops and careers, and various other activities. The North Carolina Mu Chapter of Pi Mu Epsilon, a national honor society in mathematics, also organizes events.

Competency tests are available from the department for spreadsheets.

ENGINEERING DUAL DEGREE

An Engineering Dual Degree Program is available to Meredith College students. In this 5-year program, a student can receive a Bachelor of Arts degree from Meredith College in Mathematics and either a B.S. in Civil Engineering, a B.S. in Computer Engineering, a B.S. in Electrical Engineering, or a B.S. in Industrial Engineering from NCSU. For details of the program see p. 52. Other engineering dual degree combinations can be found on p. 69 (Chemistry). Interested students should contact Dr. Charles Lewis, the Engineering Program Coordinator at Meredith before she registers for her first semester at Meredith College.

Mathematics Placement

Students with SAT or ACT scores indicating an inadequate level of preparation for Meredith mathematics courses will be advised to enroll in a non-credit basic skills course before taking a college level mathematics course.

A student not already with credit and advanced placement from high AP scores may request placement in MAT 212 with credit granted for MAT 211 upon completion of MAT 212, with a grade of C or higher. If a student requests placement in MAT 313, credit is given for MAT 212, and MAT 211 upon completion of MAT 313 with a grade of C or higher.

Computer Information Systems

Courses with a CIS prefix do not apply toward the general education requirements in mathematics. However, these courses are complementary to many programs.

One-credit-hour computer information systems (CIS) courses at the 100-level are known as "computer modules" and are usually offered in a format of two class meetings per week for a four and one-half week period.

Majors in Mathematics, Computer Information Systems and Computer Science

Mathematics

Core Curriculum 18 hours

Prerequisite: MAT 144 or MAT 141 and MAT 143 or placement

MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 250 Mathematical Reasoning	3
MAT 314 Calculus III	4

Bachelor of Arts in Mathematics 33 hours

Core Curriculum	18
Minimum of one course chosen from the following	3
MAT 321 Modern Abstract Algebra (3)	
MAT 410 Advanced Calculus (3)	
MAT 415 Topics in Analysis (3)	
MAT 425 Topics in Algebra (3)	
MAT 434 Topics in Geometry and Topology (3)	
MAT 490 Senior Seminar	3
Electives: Mathematics courses at 200 level or above	9
Prerequisite hours: 3–5	

Bachelor of Science in Mathematics 54-62 hours

Core Curriculum	18
MAT 410 Advanced Calculus	3
Minimum of two courses chosen from the following	6
MAT 321 Modern Abstract Algebra (3)	
MAT 415 Topics in Analysis (3)	
MAT 425 Topics in Algebra (3)	
MAT 434 Topics in Geometry and Topology (3)	
MAT 490 Senior Seminar	3

Elective courses in mathematics at the 200 level or above	9
CSC 101 Beginning Programming	3
One of the following sequences:	8
CHE 111-112 General Chemistry I and II (8)	
or PHY 211-212 General Physics I and II (8)	
One related area chosen from biology; accounting; business and economics; chemistry and physics (this may include required CHE or PHY courses above); or computer science (this may include required CSC above)	4–12
Prerequisite hours: 3-5	

Bachelor of Science in Computer Information Systems 53–58 hours

CSC 101 Beginning Programming	3
CSC 203 Foundations of Computer Science	3
CSC 212 Object Oriented Programming	3
CSC/MAT 262 Discrete Mathematics	3
CSC 301 Data Structures and Algorithms	3
CSC 420 Computer Science Seminar	1
CIS/BUS 120 Spreadsheets or Competency	0–1
CIS 140 Databases or competency	0–1
CIS/CSC 312 Information Systems Management	3
CIS/CSC 315 Database Theory and Design	3
CIS 370 Ethics and Information Technology	1
CIS/CSC 407 Software Engineering	3
CIS 412 Systems Analysis and Design	3
CIS or CSC courses at 200 level or above	3
MAT 141, MAT 144, or competency	0–3
MAT 245 Statistics	3
ACC 220 Financial Accounting	3
BUS 240 Management	3
BUS 260 Marketing	3
BUS 370 Corporation Finance	3
ECO 101 Microeconomics	3
Cooperative Education or Internship chosen from the following	3
COE 302 Cooperative Education (1-3)	
COE 403 Cooperative Education (1-3)	
CIS 930 Internship (1-3)	

Bachelor of Science in Computer Science 59-63 hours

CIS 140 Databases or competency	0–1
CSC 101 Beginning Programming	3
CSC 203 Foundations of Computer Science	3
CSC 212 Object Oriented Programming	3
CSC/ MAT 262 Discrete Mathematics	3
CSC 301 Data Structures and Algorithms	3
CSC 311 Computer Organization	3
CSC/CIS 315 Database Theory and Design	3
CSC/MAT 360 Numerical Analysis	3
CSC/CIS 407 Software Engineering	3
CSC 420 Computer Science Seminar	1
CSC 430 Operating Systems	3
Computer Science course at 300 level or above	3
MAT 144, or MAT 141 and MAT 143 or competency	0–5
MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 245 Statistics I	3
PHY 211/241 General Physics I and Lab	4
PHY 212/242 General Physics II and Lab	4
Cooperative Education or Internship chosen from the following	3
COE 302 Cooperative Education (1-3)	
COE 403 Cooperative Education (1-3)	
CSC 930 Internship (1-3)	

MINORS IN MATHEMATICS AND COMPUTER SCIENCE

Computer Studies 18 hours

CSC 101 Beginning Programming	3
CSC 203 Foundations of Computer Science	3
CSC 212 Object Oriented Programming	3
CSC or CIS Electives	9
6 hours at 300-level or above	
Max of 3 hours at 100-level	
(Not open to CIS or CSC majors)	

Mathematics 21–26 hours

Prerequisite: MAT 144 or MAT 141 and MAT 143 or competency

MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 314 Calculus III	4
Math electives numbered 200 or above	6
(Not open to MAT majors)	

Mathematics and Computer Applications 20–25 hours

Prerequisite: MAT 144, or MAT 141 and MAT 143 or competency

MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 245 Statistics I	3
Electives in CIS, CSC, MAT as follows approved by the department head	9
Computer Language (3)	
Computer Elective (200 or above) (3)	
Applied Math or Computer Elective (3)	
(Not open to CIS, CSC, or MAT majors)	

Statistics 20–25 hours

Prerequisite: MAT 144, or MAT 141 and MAT 143 or competency

MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 245 Statistics I	3
MAT 340 Mathematical Prob. & Statistics	3
MAT 345 Statistics II	3
Elective in statistics approved by the department head	3

(Note: Only the first three courses can count toward both the minor in statistics and a major in mathematics.)

Teacher licensure is available in B–K, K–6, 6–9 mathematics concentration and 9–12 mathematics. See licensure requirements in the School of Education listing.

—For Mathematics courses, see page 150.
—For Computer Information Systems courses, see page 125.
—For Computer Science courses, see page 126

Medieval and Renaissance Studies

Professor Pitts, Coordinator

Meredith's strong liberal arts tradition makes the College a natural setting for examination of the period that created the university and saw the beginnings of humanistic studies. The interdisciplinary minor in Medieval and Renaissance (MedRen) Studies offers a rigorous, individualized, and cohesive but varied academic program with potentially broad appeal for today's undergraduate students. The program combines traditional coursework in several academic fields with opportunities for directed research, study abroad, and special on-campus events. Faculty for the minor is a corps of eight teachers from six academic departments.

In addition to the 18 hours of course work, students taking the minor are required to demonstrate 'intermediate-mid' competency in a modern foreign language and/or Latin. Because the MedRen Studies minor dovetails neatly with majors and minors in history, religion, English, and art history, it offers a viable, attractive option to the student who otherwise might not complete a first or second minor.

MINOR IN MEDIEVAL AND RENAISSANCE STUDIES 18 HOURS

MRE 201 Pilgrims, Poets, and Prophets	3
HIS/REL 385 Europe in the Middle Ages	3
HIS/REL 387 Age of Renaissance & Reformation	3
MRE 498 Honors Thesis or MRE 499 Junior/Senior Research	3
Electives chosen from the following	6

ART 221 Survey of Western Art Ancient-Medieval (3)
ART 222 Survey of Western Art Renaissance-Modern (3)
ART 323 Topics in Art History (Medieval or Renaissance)(3)
BIO 203 Death, Disease and Sex in the Medieval Period (3)
ENG 351 Old English (3)
(Prerequisite: ENG 111, ENG 200)
ENG 352 Chaucer (3)
(Prerequisite: ENG 111, ENG 200)
ENG 355 Shakespeare (3)
(Prerequisite: ENG 111, ENG 200)
ENG 356 Shakespeare (3)
(Prerequisite: ENG 111, ENG 200)
ENG 357 Seminar in 17th C. Poetry (3)
(Prerequisites: ENG 111, ENG 200 and ENG 270)
HIS 304 Greek and Roman History (3)
MUS 310 Medieval & Renaissance Music (2)
(Prerequisites: MUS 101 and MUS 215)
MRE 299 Freshman/Sophomore Research (3)
MRE 499 Junior/Senior Research (3)

Music

Professor D. Lynch, Head; Professors Fogle, K. Lyman, F. Page, Vaglio, and Williams; Associate Professor Fredenburgh; Assistant Professors Dillard de Jong and Roller; Adjuncts Allred, Atchley, Cherry, Chung, Dyke, Eagle, Evans, M. Garriss, P. Garriss, Gibbs, Gilmore, Halverson, Hudson, Jolly, Jong, Lester, Lohr, R. Lyman, Pittman, Partridge, Poniros, Riva-Palacio, A. Stephenson, E. Stephenson, Thomas and Zalman; Accompanist Dupre.

The **mission** of the department is to instill a love for and an understanding of the performing arts in all its constituencies: majors, general college students, and the larger community.

The study of music at Meredith has a threefold emphasis: **(1)** the importance of music as a basic component of a liberal arts education, available to all students; **(2)** professional training of the highest caliber for students who plan to pursue careers in music; **(3)** involvement in the artistic life of the community.

The student who chooses to major or concentrate in music will be prepared to teach, to perform, to direct, or to serve within her field of study; or she may become a leader in a different field, applying the disciplines she has acquired to master its challenges.

Learning objectives: upon completion of the programs offered by the Department of Music, students will

- develop and demonstrate creativity through performance, composition, and improvisation;
- understand the fundamental importance of music and the arts to human expression and therefore human culture as a whole;
- develop and utilize critical thinking skills;
- pursue careers in the performing arts, music education, business, church, and professional settings;
- develop aesthetic understanding through evaluation of important works of music;
- gain knowledge of basic artistic and philosophical movements in history, applying it to all areas of music study and performance;
- gain knowledge and skills necessary to understand contributions of diverse cultures to music;
- understand the theoretical base of music, applying it to all areas of musical study and performance;
- promote involvement in the artistic life of the community,
- understand and apply technology related to the discipline,
- accumulate the knowledge and experiences necessary to develop reflective thinking;
- perform in public; and
- demonstrate interactions with other essential facets of general education, such as mathematical and scientific concepts; moral, ethical, and religious values knowledge of human history, demonstration and awareness of ethics, skill in both oral and written expression; positive and healthy use of the body

The department offers the Bachelor of Arts with a major in music, the Bachelor of Music with a major in performance (concentration in an instrument, voice, composition, or piano pedagogy), the Bachelor of Music with a major in music education (concentration in choral/general or in instrumental music), including preparation for North Carolina teaching licensure, grades K-12, and a Certificate in Church Music, which may be earned in conjunction with any of the undergraduate majors in music. A concentration in musical theatre is offered in collaboration with the Department of Dance and Theatre.

Additional concentrations may be developed upon request of students with special areas of interest, either within the department or on an interdisciplinary basis.

The **Bachelor of Arts in music** is intended for the student who is interested in music as part of a total liberal arts program or for the student who may plan graduate study in musicology, music history, or composition. Some B.A. music students also earn elementary and middle grades teaching licensure; some include a second major (such as religion, psychology, business, or mathematics) to prepare for careers which combine a variety of disciplines.

The four-year Bachelor of Music degree with a major in performance or music education seeks to produce competent, practical musicians who are well versed in the liberal arts. The major in performance prepares the student for a career in performance, private teaching, church music, and (after graduate work) college teaching. The major in music education leads to K–12 public school teaching licensure in music, and it also prepares a student for private school teaching, studio teaching, and church music. The study of music in any program, including the B.A. in music, may also prepare the student for specialized study leading to work in the music industry.

While most Bachelor of Music candidates plan a music career, the disciplines required in music provide excellent preparation for other careers. Music graduates often are recruited in such diverse fields as computer programming, personnel management, counseling, real estate, and other professions not directly related to music. Students interested in music therapy are encouraged to choose one of the music major programs available, including courses in psychology, instruments, and music education, in preparation for graduate study and certification in that field.

The **Master of Music in Performance and Pedagogy** emphasizes performance, teaching methods, literature, and research, to produce studio and college teachers who are well grounded in their area of performance. Requirements for this degree are outlined in the Meredith Graduate School Catalogue, which may be obtained from the School of Music or from the John E. Weems Graduate School. Graduate programs at Meredith are open to both women and men.

Accreditation

Meredith College is an accredited institutional member of the National Association of Schools of Music.

Audition and Interview: Potential Music Majors

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music come to the campus for an interview with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and potential. An acceptable audition is prerequisite for admission into a major program and for scholarship consideration and sometimes, though not always, for admission to the college itself. If entry level work is not exhibited at the entrance audition, a student may be placed in remedial courses and/or applied study until the appropriate level of skill has been attained. Admission into the college does not guarantee admission into the music program; likewise, a successful audition does not always guarantee admission to the college. In cases where distance prohibits a personal visit, a video and/or audio recording may be sent in lieu of a personal audition.

Non-Credit Program

The School of Music provides instruction in applied music to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in this program. Registration is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

Facilities

BUILDINGS

Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, choral and orchestral concerts, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ, choral and orchestral performances). Teaching and practice space includes two large classrooms, a music education laboratory, two seminar rooms, a rehearsal hall, a scene shop, an electronic/computer studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

EQUIPMENT

A large inventory of equipment is available for effective teaching and learning. Musical instruments include a 2006 Steinway concert grand, about 20 other grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), four studio and practice organs (two Holtkamps, a Casavant, and a Ryan tracker), a Roland electronic keyboard/synthesizer laboratory, and a collection of orchestral instruments. A complete technology laboratory includes ten stations with computers (connected to the Internet), Roland keyboards, sequencers, other peripherals, and music software (especially the Finale notation program). The department is also well equipped with audio and video recording and playback equipment. The theatre, most recently renovated in 1998-1999, possesses excellent lighting, sound, and stage machine systems, making it one of the best equipped theatrical facilities in the area.

LIBRARY

The Music Library, located in Wainwright Music Building, houses an extensive collection of scores, musical recordings, and instructional materials. The Listening Room contains equipment for individual listening and viewing. Books, periodicals, reference works and indexes are centrally located in the Carlyle Campbell Library. Study areas are also available in the Music Library.

Performances

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among the series available to Meredith students are Stewart Theatre, the Chamber Music Guild, North Carolina Symphony, Raleigh Little Theatre, North Carolina Theatre, and Opera Carolina. Capitol Opera Raleigh, a community opera association co-sponsored by Meredith, conducts its rehearsals and performances at Meredith, providing opportunities for students to participate in operatic productions.

Members of the Meredith faculty, including the Meredith Chamber Players, are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

It is essential that students experience as large and varied a selection of performances as possible. All undergraduate music majors are expected to attend at least 10 programs per semester, selected in consultation with their instructors, from the large number of performances available on campus and in the Raleigh area. In addition, undergraduate music majors are required to attend all Thursday student recitals. For musicians, regular attendance at public performances is as essential to the learning experience as lessons, literature, history, ensembles, practice, and other classes.

Specific Requirements for Music Majors

PERFORMANCE

Performance is at the core of the music curriculum. Every musician performs regularly—whether on stage, in church, in the classroom, or in the studio—in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Performance majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy students) and a full graduation recital. Master of Music candidates normally will perform at least once each semester in a student recital, and will give a lecture-recital and a graduate recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

ENSEMBLES

The privilege of making music with others develops musicianship, provides the opportunity to work under the leadership of gifted leaders, and enhances the sense of community found in Meredith programs. All undergraduate music majors are required to participate in ensembles eight semesters (with or without academic credit), except during the student teaching semester for music education majors. All music majors must participate in at least two semesters of a choral ensemble. In addition, singers continue to enroll in choral ensembles every semester; instrumentalists play in large instrumental ensembles every semester; and keyboard majors accompany for at least six semesters. In all ensembles, attendance at two to five hours of rehearsal each week and at all performances is required. All music majors are strongly encouraged to participate in additional ensembles to augment their performance experience at Meredith.

Transfer students and 23+ students majoring in music who have had previous ensemble experience may transfer ensemble credits from other accredited colleges and universities. In addition, certain high quality non-collegiate ensemble experiences may be accepted as meeting the ensemble requirement on a limited basis. Decisions will be made on a case-by-case basis by the Director of Choral Activities or the Director of Instrumental Activities in consultation with the department head. Each transfer student or 23+ student must complete a minimum of 4 semesters of participation in Meredith ensembles.

Sophomore/Transfer Conference

The sophomore/transfer conference is designed as an advising tool at the time the music student has had basic foundation courses and before she formally declares her major. Normally scheduled early in the fourth semester of full-time study, the conference between the student and a faculty committee will assess past, present, and future work and advise the student regarding her specific choice of major. Full details regarding this conference are available in the music office, the Handbook for Music Students, and from faculty advisors in music.

Portfolio

Music majors are expected to keep a portfolio which will document their college careers and keep a tangible record of skills and abilities that they develop. The portfolio includes items such as recital programs, jury comment sheets, final projects, disks of computer programs and compositions, curricular checklists, and video and audio recordings of performances. Students review portfolios with their advisors in advising conferences, the sophomore/ transfer conference, and exit interviews.

Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations. Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sightreading.

All students in the Bachelor of Music degree program must attain and complete at least one semester of Piano 144. Music education majors must fulfill this requirement before student teaching.

Specific requirements for both keyboard proficiency and placement into Piano 144 are available in the departmental office and in the Handbook for Music Students.

Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

Each student giving a recital (sophomore, junior, lecture-recital, graduation, or graduate) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. An additional fee is charged.

Applied Music

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

In addition to the repertoire requirements listed in each applied area, students will develop skills of improvisation and sight-reading each semester of applied study.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies: *(see chart on next page)*

Semester Hours Credit	Weekly/ Lessons Half-Weekly	Practice Hours
1	1	5
2	2	10
3	2	15
4	2–3	20

Because of the individualized nature of private and group lessons, applied music fees are assessed for all applied music courses. Singers and instrumentalists who utilize professional accompanists are also responsible for accompanists' fees.

Piano

Professor K. Lyman, Coordinator; Professor Fogle; Adjuncts Allred, Cherry, Clyburn, Evans, Jolly, Jong, Lohr, Pittman, Riva-Palacio, and A. Stephenson.

Piano study is offered for the general college student, the music major whose principal applied study is not piano, and the piano major. Repertoire requirements vary accordingly. For detailed information on piano study, consult the Piano Handbook.

Functional piano (for the classroom and in preparation for keyboard proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of materials.

Each level of study represents a particular stage of advancement. Bachelor of Music students whose principal applied study is piano must attain 144 level before applied credit in piano can be counted toward the graduation requirement.

Other Applied Music	
Cello	*Adjunct Hudson and R. Lyman*
Double Bass	*Adjunct Dyke*
Clarinet	*Adjunct Gilmore*
Flute	*Adjuncts Gibbs and Zalman*
Guitar	*Adjuncts E. Stephenson and Dunson*
Oboe	*Adjunct Shull*
Organ	*Professor D. Lynch, Coordinator; Adjunct Cherry*
Percussion	*Assistant Professor Roller*
Saxophone	*Adjunct Gilmore*
Violin	*Assistant Professor Roller, Coordinator of Instrumental Music; Adjuncts Atchley, Chung, M. Garriss, P. Garriss, and Partridge*
Voice	*Professor Williams, Coordinator; Assistant Professor Dillard de Jong; Adjuncts Poniros and Thomas; Accompanist Dupre*

Majors in Music

Bachelor of Arts in Music 48 hours

Music courses 32 hours

MUS 100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUS 494 Seminar in Music Literature	2

Applied Music and Electives 16 hours

Minimum in applied music	8
MUA 491 Graduation Recital	1
Electives in Music	7
Ensembles	8 semesters

Concentration in Musical Theatre

See the Department of Dance and Theatre for requirements, page 74.

Bachelor of Music in Performance 124 hours

General Education Requirements 36–54 hours

CORE 100 The Context of Culture	4
CORE 200 Cultural Connections	0–3
CORE 400 Global Perspectives	3
ENG 111 Principles of Writing	3
ENG 200 Texts and Contexts	3
HIS 101, 102 or 103	3

REL 101, 102, 103, 104 or 105	3
Mathematics	3
Foreign language	0-12

Voice majors must take one year each of two different foreign languages or demonstrate competency. All other BM majors must take two semesters of the same language or demonstrate competency

Laboratory science	4
Science in Society elective	3
Behavioral & Social Science	3
Four physical education activity courses or one health education course and two physical education activity courses	4

Threads:

2 writing, 1 ethics, 1 oral communication, 1 information retrieval

Experiential Learning:

one approved EL experience and 12 cultural events

Competency requirement: fundamental computer skills

Music Courses for a concentration in Keyboard, Instrument, or Composition 82 hours

MUS 100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUS 220, 321[1] Pedagogy	4
MUS 300 and 301 or 302 Conducting	4
MUS 494 Seminar in Music Literature	2
MUA 495 Seminar in Theory	2
MUS 314[2] Literature of Applied Music	2
Principal applied study	24
Secondary applied study(ies)	4
MUA 390 Junior Recital	1
MUA 490 Graduation Recital	1
Music electives[3]	8
Ensembles	8 semesters
Keyboard proficiency	

Music Courses for a concentration in Voice 82 hours

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUS 220 Pedagogy	2
MUS 256, 257, 258 Phonetics	3
MUS 300 and 301 Conducting	4
MUS 494 Seminar in Music Literature	2
MUA 495 Seminar in Theory	2
MUS 314 Literature of Applied Music	2
Applied Voice	24
Secondary applied study(ies)	4
MUA 390 Junior Recital	1
MUA 490 Graduation Recital	1
Music electives	7
Choral ensembles	8 semesters
Keyboard proficiency	

Music courses for a concentration in Piano Pedagogy 82 hours

MUS 100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 220, 321, 322, 423, 424, 425 Pedagogy	12
MUS 300 and 301 or 302 Conducting	4
MUS 310, 311, 312, 313 Music History	8
MUS 314 Literature of Applied Music	2
Applied Piano	22
Secondary applied study(ies)	4
MUA 391 Lecture Recital Workshop	1
MUA 490 Graduation Recital	1
Music electives	6
Ensembles	8 semesters
Keyboard proficiency	

Bachelor of Music in Music Education 123–132 hours

General Education Requirements 39–48 hours

CORE 100 The Context of Culture	4
CORE 200 Cultural Connections	0-3
CORE 400 Global Perspectives	3
ENG 111 Principles of Writing	3
ENG 200 Texts and Contexts	3
HIS 101, 102 or 103	3
REL 101, 102, 103, 104 or 105	3
Mathematics	3
Foreign language	0–6
Laboratory science	4
Science in Society elective	3
SOC 335 Race and Ethnic Relations	3
PSY 312 Psychology of Exceptional Individuals	3
Four physical education activity courses or one health education course and two physical education activity courses	4

Threads:

2 writing, 1 ethics, 1 oral communication, 1 information retrieval

Experiential Learning:

one approved EL experience and 12 cultural events

Competency requirement: fundamental computer skills

Education courses 20 hours

MUS 720 Materials and Methods Elementary	2
MUS 721 Materials and Methods Middle	2
EDU 234 Educational Psychology	3
EDU 232 Foundations of American Education	3
EDU 439 Student Teaching (Block)	6
EDU 241 Instructional Media Materials (Block)	1
EDU 471 Reading (Block)	1

Courses chosen from one of the following emphases: 64 hours

Music courses for Choral/General Emphasis

MUS 100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2

MUS 310, 311, 312, 313 Music History	8
MUA 060 String Instruments	2
MUA 068 Guitar Lab	1
MUA 070 Woodwind Instruments	2
MUA 080 Brass and Percussion Instruments	2
MUS 300 and 301 Conducting	4
MUS 304 Instrumentation	1
MUS 308 Choral Arranging	2
MUS 722 Materials and Methods Secondary	2
Principal Applied Study	14
Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective.	
Secondary applied study(ies)	3
MUA 491 Graduation Recital	1
Ensembles	7 semesters
Keyboard proficiency	

Music courses for Instrumental Emphasis

MUS 100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUA 060 String Instruments	3
MUA 068 Guitar Lab	1
MUA 070 Woodwind Instruments	2
MUA 080 Brass and Percussion Instruments	2
MUS 300 and 302 Conducting	4
MUS 304 Instrumentation	1
MUS 306 Orchestration	2
MUS 723 Materials and Methods Instrumental	2
Principal Applied Study	14
Secondary applied study(ies) *(must include 1 hour of voice)*	2
MUA 491 Graduation Recital	1
Instrumental ensembles	7 semesters
Keyboard proficiency	

1 Composition Concentration: Substitute MUS 506 Musical Technology, and MUS 304 Instrumentation

2 Composition Concentration: Substitute MUS 308 Choral Arranging

3 Composition Concentration: 9 Hours

Certificate in Church Music

Students interested in church music are encouraged to earn this certificate. The candidate must complete one of the major undergraduate degree programs in music, including the following specific requirements:

MUS 300-301 Conducting	4
MUS 395, 396, 397 Church Music	6
MUS 930 Internship	4
Religion	12
(In addition to the three-hour religion requirement for all degrees, choose nine additional hours.)	
Applied Music	18–28
Principal applied (14–24) — Complete 300 level (Organ, voice, or piano)	
Secondary applied(s)	4
100 level in two of the following *(other than principal applied)*: organ, piano, voice	2 semesters minimum
Graduation Recital MUA 490 or 491	1
Ensembles must include the following experiences:	
Choral ensembles	4 semesters
Handbells	2 semesters
Accompanying	6 semesters
(Students whose principal applied is organ or piano)	

MINOR IN MUSIC 24 HOURS

MUS 100, 101 Elementary Theory I & II	6
MUS 140, 141 Keyboard	2
MUS 150, 151 Ear Training	2
Music courses 200 level or above other than ensembles)	6
MUS or MUA course (with a limit of 4 hours of ensembles)	8

— For Applied Music courses, see page 156.
— For Music courses, see page 153.
— For Music Ensemble courses, see page 158.

Psychology

Professor Aubrecht, Head; Professors Edwards, Fairbank, Heining-Boynton, Homak and Huber; Assistant Professor O'Dekirk; Adjuncts DiFranco, and Schmidt.

Mission

The psychology department emphasizes the scientific study of behavior and mental processes. A primary goal is to increase personal and professional development by promoting practical applications of psychology to better understand self and others. In educating women to excel, in and out of the classroom, psychology courses offer students the opportunity to develop a solid knowledge base, written and oral communication skills, information gathering skills, research and analytical skills, and interpersonal skills, all grounded on an ethical foundation. A major in psychology prepares women for a wide variety of careers, as well as for graduate training in psychology and related fields such as human services, business or law.

Education Learning Outcomes

Upon completion of her program of study in psychology, a student will

- ○ demonstrate the appropriate use of important terms and concepts in psychology;
- ○ demonstrate the appropriate use of ethical standards in psychology;
- ○ demonstrate a sufficiently high level of both oral and written communication skills;
- ○ demonstrate proficiency in information gathering skills
- ○ demonstrate the application of research and analytical skills
- ○ document the development of interpersonal skills
- ○ apply her knowledge and skills in practical settings

A **major in psychology** is good preparation for a variety of jobs, for graduate training in psychology and a desirable adjunct to career training in education, business, social work and other fields.

The **Pre-Art Therapy major** is a pre-professional program designed to prepare the student for graduate study for an Art Therapy degree.

The student interested in this area needs to have an excellent academic record to be a viable graduate student candidate. The student must demonstrate proficiency in both studio art and psychology courses.

FACILITIES AND RESOURCES

The psychology department occupies the majority of two floors in Ledford Hall, one of the newer buildings on campus. It has ample laboratory space and equipment for student research and it has established an endowment fund for research needs. The department has a laboratory for the treatment of children with autism. The Meredith Autism Program (MAP) is conducted in conjunction with a program established at UCLA.

PSY 100 is a prerequisite for all courses with the exception of PSY 210 and PSY 312, for which either PSY 100 or EDU 234 can serve as a prerequisite.

Majors in Psychology and Pre-Art Therapy

Psychology 31 hours

PSY 100 Introduction to Psychology	3
PSY 200 Statistical Methods in Psychology	3
PSY 300 Research Methods in Psychology	4
Social psychology chosen from the following	6
PSY 310 Psychology of Children and Adolescents (3)	
PSY 312 Psychology of Exceptional Individuals (3)	
PSY 410 Social Psychology (3)	
Clinical psychology chosen from the following	6
PSY 320 Abnormal Psychology (3)	
PSY 324 Conditioning and Behavior Modification (3)	
PSY 420 Theories of Personality (3)	
PSY 422 Psychological Testing and Evaluation (3)	
PSY 424 Theory and Practice in Counseling (3)	
Experimental psychology chosen from the following	6
PSY 330 Neuropsychology (3)	
PSY 332 Perception (3)	
PSY 334 Animal Behavior (3)	
PSY 430 History and Systems in Psychology (3)	
PSY 432 Memory, Language and Cognition (3)	
Electives in approved psychology courses	3
Student Portfolio*	0
Exit Examination*	0

To help the student review and integrate her study of psychology, the requirements for a major in psychology include a Student Portfolio to be compiled by each student demonstrating her competency in the following areas: **(1)** knowledge base; **(2)** ethics; **(3)** communication skills; **(4)** information gathering skills; **(5)** research and analytical methods; **(6)** interpersonal skills; and **(7)** practical application. The portfolio requires the successful completion of an Exit Exam. The examination will normally be taken during the semester preceding graduation.

** While the Student Portfolio and the Exit Examination do not generate hours of credit, the successful completion of the Student Portfolio and passing the Exit Examination are required in order to complete a major in psychology.*

Pre-Art Therapy 49 hours

ART 101 Drawing I	3
ART 105 Two-Dimensional Design	3
ART 206 Color Theory	3
ART 210 Painting I	3
ART 260 Ceramics II	3
ART 734 Foundations of Art Education	3
ART 735 Theory & Methods of Art in Pre-K–5	3
ART 736 Theory & Methods of Art in Grades 6–12	3
PSY 100 Introduction to Psychology	3
(PSY 100 is a prerequisite for all other courses in psychology)	
PSY 200 Statistical Methods in Psychology	3
PSY 210 Life Span Developmental Psychology or PSY 310 Psychology of Children and Adolescents	3
PSY 300 Research Methods in Psychology	4
PSY 312 Psychology of Exceptional Individual	3
PSY 320 Abnormal Psychology	3
PSY 332 Perception	3
PSY 420 Theories of Personality	3

MINOR IN PSYCHOLOGY 18–21 HOURS

PSY 100 Introduction to Psychology	3
(PSY 100 is a prerequisite for all other courses in psychology)	
Statistics	3
If the statistics course is PSY 200 *(Prerequisite PSY 100)*, these hours will count toward the 18 hours minimum in Psychology. Other statistics courses will not count as part of the 18 hour requirement	
Electives in psychology	12–15

Teacher licensure is available in B–K and K–6. *See licensure requirements in the School of Education listing.*

— For Psychology courses, see page 165.

Religion and Philosophy

Associate Professor Nelson, Head; Professor Vance; Assistant Professors Grimes, Suarez and Winfield; Adjuncts Benko, Murphy and Page

The department offers a major in religion and minors in religion and philosophy.

The department's **purpose** is to encourage students to explore and to understand religious and philosophical perspectives on human life. The study of religion and philosophy in the liberal arts curriculum prepares students to live in our ever-expanding world where multiple religious, philosophical and ethical perspectives inform the different ways in which people inhabit, experience and ultimately shape the world we all share. Living in a global context requires sensitive understanding and critical evaluation of religious identities: their texts and symbols, their histories and world-views, their social institutions and material practices. It also requires specific skills and methods to analyze the complex ways in which religion and culture inform each other, as well as to negotiate interactions between different and often conflicting perspectives and values.

To this end, the department offers general education courses with the goal of developing students' basic religious literacy. The introductory courses in religion meet this goal, through enabling students to

- understand the differences between practitioner perspectives and academic perspectives;
- utilize the common terminology and methodologies applicable to the study of religion;
- demonstrate critical, analytical and comparative thinking skills about the various dimensions of religion; and
- develop understanding and appreciation of one's own and others' religious beliefs and ethical perspectives.

The major and minor build on this foundation in religious literacy through educating students in the various dimensions of scholarship in the field of religious studies. Religion courses enable students to

- utilize the various intellectual lenses employed by scholarship in the field of religious studies to think, speak and write cogently about the complexity of religious phenomena;
- critically evaluate various theories with attention to their specific cultural and historical differences;
- interpret texts sensitively and critically, recognizing the complexities of language, history, culture, and symbols within various religious traditions;
- generate research in religious studies;
- build active connections across differences, within differences, through differences; and
- analyze the complex and sometimes contradictory ways in which religion and culture are connected to one another.

The department seeks to assist students preparing for graduate study and/or a career. A major in religion provides a foundation and personal depth which can lead to a variety of fulfilling professional options. Many students combine a major in religion with a second major or licensure in a professionally-oriented field of study.

Students who wish community internships or advanced study or research in religion and philosophy should consult with the department head and arrange for it through the special studies options listed on page 41.

Students may elect courses through the Cooperating Raleigh Colleges.

Major in Religion 30 hours

Three courses chosen from REL 101, 102, 103, 104, 105	9
REL 201 Methods of Study of Religion	3
Two courses at the 200 level	6
Three courses at the 300–400 level	9
REL 497 Senior Seminar	3

At least one course elected must be a course which focuses on a non-western/eastern religious tradition. Courses which meet this criteria include REL 102, REL 251, REL 252 and REL 351. In addition the department may designate REL 200 and 400 as meeting this requirement when the topic is appropriate.

Additionally, at least one course in philosophy is recommended.

MINORS IN RELIGION AND PHILOSOPHY

Religion 18 hours

Two 100 Level Courses	6
One 200 Level Course	3
One 300 Level Course	3
Two electives above the 100 level	6

At least one course must focus on a non-western/eastern religious tradition. Courses which meet this criteria include REL 102, REL 251, REL 252 and REL 351. In addition the department may designate REL 200 and REL 400 as meeting this requirement when the topic is appropriate.

Additionally, at least one course in philosophy is recommended

Philosophy 18 hours

PHI 201 Introduction to Philosophy	3
PHI 251 Ancient Greek Philosophy	3
PHI 252 Modern Philosophy	3
Electives chosen from the following	9

PHI 105 Philosophy of Religion (3)
PHI 205 Political Ideas Seminar (3)
(Prerequisite ENG 111)
PHI 210 Critical Thinking (3)
PHI 344 Biomedical Ethics (3)
PHI 345 Environmental Ethics (3)
ECO 324 History of Economic Thought (3)
(Prerequisites: ECO 100 and ECO 101)
PSY 420 Theories of Personality (3)
(Prerequisite: PSY 100)
SOC 489 Social Theory (3)
Or other courses approved by the department head.

Teacher licensure is available in B-K and K-6. See licensure requirements in the School of Education listing.

— For Philosophy courses, see page 159.
— For Religion courses, see pages 166.

Sociology and Social Work

Professor Zingraff, Head; Professor Bishop, Social Work Program Director; Associate Professor Brown; Assistant Professors Cokely and Kenyon; Instructor Riker-Sheets, Director, Social Work Field Education; Adjuncts Ellovich and Johnson.

The Departments of Sociology and Social Work offers two degree programs, a Bachelor of Arts (BA) with a major in sociology, and a Bachelor of Social Work (BSW). The BSW is a professional degree, the only baccalaureate degree that prepares graduates for entry into professional social work practice and into MSW programs at the advanced standing level.

The department encourages within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present multiple perspectives as a solid foundation for employment or for continued study in graduate schools of sociology, social work, and other related fields.

The undergraduate major in social work is accredited by The Council on Social Work Education. Certification for teaching at all levels may be combined with a major in sociology or social work.

Field projects, community internships, volunteer experiences, service learning and cooperative education placements are available to students to provide them with the knowledge and experience helpful in planning careers. Students are also encouraged to take a career planning seminar offered through the Career Center.

The Department of Sociology and Social Work is organized into the Sociology Program and the Social Work Program. Goals of each are listed below.

Graduates well grounded in **sociology** will be able to

- Explore ways to improve interpersonal and intercultural understanding and tolerance;
- Understand the role of scholarship in assessment of personal ideas and social policies;
- Utilize knowledge and skills for appropriate selection and application of research methods and statistics;
- Engage in critical thinking skills that distinguish individual and institutional actions and outcomes;
- Apply critical thinking skills to societal patterns of domination and subordination; and
- Utilize knowledge about the social foundations of rewarding and enduring communities.

Upon successful completion of the **social work** program, graduates will demonstrate the ability to

- Apply critical thinking skills within the context of professional social work practice;
- Understand the value base of the profession and its ethical standards and principles and practice accordingly;
- Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.;
- Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice;
- Understand and interpret the history of the social work profession and its contemporary structures and issues;
- Apply the knowledge and skills of generalist social work practice with systems of all sizes;
- Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities;
- Analyze, formulate, and influence social policies;
- Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions;
- Use communication skills differentially across client populations, with colleagues and in communities;
- Use supervision and consultation appropriate to social work practice; and
- Function within the structure of organizations and service delivery systems and seek necessary organizational change.

RESOURCES

The department houses the Sociology/Social Work research lab, which offers our majors several computers for school work, a small library of sociology and social work books and journals and a meeting place for students to casually gather for study or dialogue between classes.

CAREER DIRECTIONS

Following graduation, sociology majors have entered graduate programs or have found careers in legal services, research institutes, teaching, urban ministries, public relations, job/community development, and in community agencies serving a wide range of target populations or policy issues.

Social Work graduates have accepted positions in departments of social services, public school systems, hospitals and other health and mental health settings, long-term care facilities, domestic violence and sexual abuse agencies, programs for abused and neglected children, and services to the aging. A growing number of BSW graduates apply and are accepted to advanced standing in MSW programs in North and South Carolina, Virginia, Louisiana, and California.

Students seeking community internships or advanced research opportunities in sociology or social work should consult with an appropriate faculty member to arrange for a special studies option. Students may elect courses through the Cooperating Raleigh Colleges in areas of their special interests.

Major in Sociology

Sociology 39 hours

SOC 230 Principles of Sociology	3
SOC 280 Applied Sociology	3
SOC 374 Social Research Principles	3
MAT 245 Statistics I or PSY 200 Statistical Methods in Psychology	3
Appropriate prerequisite for Statistics choice	3
SOC 489 Social Theory	3
SOC 496 Seminar in Public Sociology	3
Electives chosen from the following	18

At least two SOC electives at the 400 level must be chosen.

SOC 231 Social Problems (3)
SOC 260 Cultural Anthropology (3)
SOC 271 Home & Housing in Mexico (1),
or SOC 272, Culture and Family in Mexico (1),
orSOC 273, Education and Family in Mexico (1)

- SOC 299 Into to Research in Sociology (1-3)
- SOC 332 Human Sexuality (3)
- SOC 335 Race and Ethnic Relations (3)
- SOC 337 Corrections (3)
- SOC 338 Sociology of Families (3)
- SOC 340 Aging and Retirement (3)
- SOC 341 Sociology of Religion (3)
- or SOC 346 Anthropology of Religion (3)
- SOC 360 Media, Self and Society (3)
- SOC 420 Gender and Society (3)
- SOC 430 Population Dynamics (3)
- SOC 431 Social Stratification (3)
- SOC 436 Criminology (3)
- SOC 440-449 Selected Topics in Sociology (3)
- SOC 498 Honors Thesis in Sociology (3)
- SOC 499 Research in Sociology (1-3)

Major in Social Work

Accreditation

The BSW degree is fully accredited by the Council on Social Work Education and prepares students for entry level professional generalist social work practice.

Life and Work Experience: The program does not grant credit for life and work experience in lieu of required social work courses.

ADMISSIONS

Students who declare the major in social work must be formally admitted to the social work program before completing more than 12 hours of social work (SWK) courses. See department for admissions criteria and procedures.

Only social work majors who have been formally admitted to the program may enroll in social work practice courses (SWK 304, 305, 401) and the field placement and concurrent field instruction seminar (SWK 402, 403).

Social Work 59 hours

BIO 322/342 Human Anatomy and Physiology	4
SOC 230 Principles of Sociology	3
PSY 100 Introduction to Psychology	3
PSY 200 Statistical Methods in Psychology	3
POL 100 American Political Systems	3
SWK 240 Populations-at-Risk & Social Justice	3
SWK 241 Intro to Soc Work & Soc Welfare	3
SWK 302 Social Policy Analysis	3
SWK 304 Generalist Pract w/Individuals	3
SWK 305 Generalist Pract w/Families	3
SWK 307 HBSE: Infancy – Adolescence	3
SWK 308 HBSE: Adulthood Thru Aging	3
SWK 309 Research Methods for SWK Practice	3
SWK 311 Prep for SWK Field Placement	1
SWK 401 Gen Pract w/Com, Org, Groups	3
SWK 402 Social Work Field Experience	12
SWK 403 Field Placement Seminar	3

MINORS IN SOCIOLOGY AND SOCIAL WORK

Criminal Justice Studies Minor 21 hours

SOC 230 Principles of Sociology	3
POL 100 American Political Systems	3
SOC 336 Criminology	3
POL 930 or SOC 930 Internship (Open to Juniors and Seniors)	3
Electives chosen from the following	9
SOC 337 Corrections (3)	
SOC 335 Race and Ethnic Relations (3)	
POL 300 Law and Society (3)	
POL 301 Const & Rights of Americans (3)	
POL 305 Intro to Public Administration (3)	
HIS 215 American History Since 1876 (3)	

Sociology Minor 18 hours

SOC 230 Principles of Sociology required	3
At least one SOC elective at the 400-level	3
Open electives in sociology (see electives with restrictions above)	12

Teacher licensure is available in B–K and K–6. *See licensure requirements in the School of Education listing.*

—For Sociology courses, see page 171.
—For Social Work courses, see page 169.

Women's Studies

Professor Shapiro, Director

Women's Studies is an interdisciplinary field that draws on the social and natural sciences, humanities and the arts. The Women's Studies program integrates the study of women's lives with the general curriculum. Study in the program provides a forum in which women's issues are discussed and debated. The Women's Studies program welcomes students to address sexual, cultural, racial, and ethnic differences in an interdisciplinary framework. Because women's studies cuts across most areas of knowledge, students can raise similar questions within different disciplines, and by using various methodologies achieve a deeper understanding of the complexity and wholeness of human experience. The field not only compels us to recognize the problems and possibilities of the world in which we live, but also empowers us to change the world. Finally, The Women's Studies program seeks to create a community that offers intellectual stimulation at Meredith by hosting visiting exhibits, providing internship experiences, concerts, readings, lectures, symposia, and conferences.

The Women's Studies program offers a major and a minor, which provide an excellent foundation for students who plan on entering professional schools in law, medicine and business; on pursuing advanced degrees in Women's Studies, the Humanities, and Social Sciences; or moving into careers in business, government, teaching, health and fitness, social administration, counseling and advocacy.

Students may choose from the designated catalogue courses or gain approval from the Director of Women's Studies for special studies, honor's thesis, individual study, internships and service learning projects. The Women's Studies program is designed to allow the student to progress through a sequence of experiences as they

- ○ analyze the complex ways in which gender is socially constructed and contextualized within different dimensions of experience—particularly family, race, ethnicity, class, and sexuality;
- ○ examine complex situations of women in diverse cultures and their interdependence in an era of globalization;
- ○ critique the socially constructed and situated nature of knowledge, and claims of truth;
- ○ explore their own voice by connecting theory and practice—intellectually, ethically, politically, personally, and professionally;
- ○ connect Women's Studies to the history of feminist movements and contemporary scholarship; and
- ○ apply research methodologies to generate epistemological perspectives in Women's Studies.

Major in Women's Studies 30–33 hours

Students who major in Women's Studies must take the CORE Curriculum; the remaining elective credits must be selected in such a way that they give coherence and focus to their program of study. Such focus must be discussed with and approved by the Women's Studies Director.

Core 12 hours:

WST 200 Reading Women's Lives; Introduction to Women's Studies	3
WST 300 Contemporary Feminist Theories	3
WST 490 Selected Topics in Women's Studies	3
WST 499 Research in Women's Studies	3

Students may fulfill this **a)** as a WST 499 course or **b)** incorporate Women's Studies scholarship as a significant dimension of a senior project done within the context of another major.

Electives 21 additional hours

(12 credit hours at the 300 level or higher)

Approved Women's Studies courses that are listed in the current catalogue or course schedule.

Recommended:

*WST 472 Women's Studies Service Project . . . . . (1–3 hours)

MINOR IN WOMEN'S STUDIES 18 HOURS

Core 6 hours

WST 200 Reading Women's Lives; Introduction to Women's Studies	3
WST 300 Contemporary Feminist Theories	3

Electives 12 additional credit hours

(9 credit hours at the 300 level or higher)

Approved Women's Studies courses that are listed in the current catalogue or course schedule.

Following is a list of approved courses.

ART 324 Women in Visual Arts
COM 375 Gender Communication
ECO 335 Gender and the Economy
ENG 359 Seminar in American Women Writers
(Prerequisites: ENG 111, ENG 222 and ENG 270)
FCS 355 Family Resource Management
FRE 309 French Women Writers
(Prerequisite: FRE 206)
HED/SOC 320 Our Bodies—Our Lives; Shaping Female Identity
PSY 212 Psychology of Gender Roles
(Prerequisite: PSY 100)
REL 268 Women in the Bible
REL 283 Women in the Christian Tradition
REL 497 Senior Seminar—Global Christian Feminist Theology
SOC 231 Social Problems
SOC 332 Human Sexuality
SOC 338 Sociology of the Family
SOC 360 Media, Self and Society
SOC 430 Population Dynamics
SWK 240 Populations at Risk and Social Justice
WST 299 Research in Women's Studies
WST 472 Women's Studies Service Project
WST 495 Crossing Borders; Women Making Change in a Global World
WST 498 Honor's Thesis in Women's Studies
WST 499 Research in Women's Studies

Course Descriptions

Subject Codes

ACC	Accounting
ARB	Arabic
ART	Art
BIO	Biology
BK	Birth-Kindergarten Licensure
BUS	Business
CAP	Capstone
CD	Child Development
CHE	Chemistry
CHI	Chinese
CIS	Computer Information Systems
COE	Cooperative Education
COM	Communication
CORE	General Education Core
CPS	Career Planning
CSC	Computer Science
DAN	Dance
ECO	Economics
EDU	Education
ENG	English
ENS	Environmental Studies
ESS	Exercise and Sports Science
FCS	Family & Consumer Science
FL	Foreign Language
FMD	Fashion Merchandising and Design
FN	Foods and Nutrition
FRE	French
FYE	First Year Experience
GEO	Geoscience
GER	German
HED	Health
HIS	History
ID	Interior Design
IDS	Interdisciplinary Studies
ITA	Italian
LAT	Latin
LEG	Legal Studies
MAT	Mathematics
MRE	Medieval & Renaissance Studies
MUA	Applied Music
MUE	Music Ensembles
MUS	Music
PED	Physical Education
PHI	Philosophy
PHY	Physics
POL	Political Science
PSY	Psychology
REL	Religion
SCI	Science
SOC	Sociology
SPA	Spanish
SWK	Social Work
THE	Theatre
WST	Women's Studies

Please Note: Numbers in parentheses after course title refer to semester hours credit. Example (3.00 cr.)

Accounting

ACC-220 Financial Accounting **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of basic accounting principles, accounting cycle, and preparation, interpretation, and analysis of financial statements. Not recommended for freshmen.

ACC-221 Managerial Accounting **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The analysis of financial data for managerial decision making; interpretation of accounting data for planning and controlling business activities. Prerequisite: ACC-220.

ACC-225 Accounting Procedures, Systems, and Controls **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of the technical aspects of accounting, basic accounting procedures, accounting cycle, and business transactions. Use of special journals and subsidiary ledgers, standard setting, professional ethics, and an introduction to the use of computerized accounting software. Prerequisite: ACC-220.

ACC-330 Intermediate Accounting I **(3.00 cr.)**
(Fall, Course Offered Every Year)

The development of corporate financial accounting theory and its application to in-depth problems of financial statement account valuation, analysis of working capital, and determination of net income. Also included is a study of the development of accounting concepts and principles; short-, intermediate-, and long-term obligations; and investments. Prerequisite: ACC-220 with a C or better or with instructor's permission. Corequisite: ACC-225.

ACC-331 Intermediate Accounting II **(3.00 cr.)**
(Spring, Course Offered Every Year)

A continuation of ACC-330, featuring topics such as income measurement and valuation issues related to stockholders' equity, long-term liabilities, special sales methods, investments, accounting changes, and pensions. Related professional literature will be analyzed. Prerequisite: ACC-330 with a C or better.

ACC-333 Cost Accounting **(3.00 cr.)**
(Spring, Course Offered Every Year)

The analysis of cost factors and their relationships to production, emphasizing cost procedures and information systems; standard costs and variance analysis. Prerequisite: ACC-221.

ACC-336 Federal Taxation of Individuals **(3.00 cr.)**
(Fall, Course Offered Every Year)

A comprehensive interpretation and application of the federal income tax code as it pertains to the determination of taxable income and computation of tax liability for individuals. Prerequisite: ACC-220.

ACC-337 Federal Taxation of Corporations and Partnerships **(3.00 cr.)**
(Spring, Course Offered Every Year)

A comprehensive interpretation, analysis, and application of the federal income tax code as it pertains to the determination of taxable income and tax liability for corporations, partnerships, estates, and trusts. Prerequisite: ACC-336.

ACC-436 Selected Topics in Accounting **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of professional presentation and disclosure requirements related to: dilutive securities, deferred compensation plans, leases, foreign currency transactions and translation, income tax allocations, and statement of cash flows; discussion of new and pending pronouncements by the Financial Accounting Standards Board. Prerequisite: ACC-331.

ACC-437 Advanced Accounting **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of financial accounting for complex business relationships, including business combinations and consolidated financial statements. Also included is a study of governmental and non-profit accounting for state and local governments, hospitals, universities, and voluntary health and welfare organizations. Prerequisite: ACC-331

ACC-438 Auditing **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence, internal control, professional ethics, and legal responsibility. Related materials of professional importance will be used. May be taken without prerequisite class with permission of the instructor. Prerequisite: ACC-331.

ACC-498 Honors Thesis in Accounting **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of accounting. The project must meet Honors Program thesis requirements as well as expectations of business faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

ACC-499 Research in Accounting **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. It represents a study or investigation conducted by an undergraduate that makes an intellectual contribution to business. Junior or senior standing only. May be repeated for credit for a maximum of six credit hours.

Arabic

ARB 101, Elementary Arabic I **(3.00 cr.)**
(Varies, Contact Department Head)

The first of two Arabic language courses. Students will focus largely on Arabic script recognition, listening exercises, and proper pronunciation. Students will also study basic grammatical structures and texts in Modern Standard Arabic (MSA), enhancing communication and listening skills (using both MSA and Egyptian Arabic). A proficiency-based course that includes all four language skills (speaking, listening, reading, and writing). Prerequisites: none. (Any student with prior experience in Arabic should contact the instructor for an informal placement test.)

ARB 102, Elementary Arabic II **(3.00 cr.)**
(Varies, contact department head)

The second of two Arabic language courses. A proficiency-based course covering all four language skills (speaking, listening, reading, and writing). Emphasis is placed on active use of the language in and outside of class. In addition, students will also learn about aspects of Arab culture through Arabic-language media and Arabic-related web sites. Prerequisite: Arabic 101 or equivalent. (Any student with prior experience in Arabic should contact the instructor for an informal placement exam.)

Art

ART-101 Drawing I **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of basic drawing techniques and fundamental concepts and relationships within the pictorial composition. Six studio hours per week. Studio fee assessed.

ART-104 Oak Leaves **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

As apprentices on the staff of Meredith's yearbook, "Oak Leaves," students will carry out a variety of assignments — both individual and as a group, as determined by the editor in conjunction with the course instructor. Among the areas included will be layout design, photography, computer graphics, editing, selling ads, fund raising, and writing copy. Pass/Fail grading only. May be repeated for credit. Additional time required.

ART-105 Two-Dimensional Design **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An exploratory study of the basic elements and principles of two-dimensional design through creative image generation using predominantly black and white and gray scale and a variety of media. Six studio hours per week. Studio fee assessed.

ART-130 Photography I **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Introduces the use of the camera, lighting, and composition; darkroom techniques for developing black and white film, making contact prints and enlargements; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Students must have a 35mm or 120 film size camera with adjustable focusing, shutter speeds and lens openings. Six studio hours per week. Studio fee assessed.

ART-140 Introduction to Graphic Communication **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to graphic communication concepts and applications, including design considerations, print production, and terminology necessary to effectively prepare simple visual communications. Project work will include the use of computers and page layout software to put concepts into practice. Six studio hours per week. Studio fee assessed.

ART-142 History of Architectural Interiors & Furnishings **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ID 142.

ART-144 Interior Design I **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An exploration of the basic principles and skills of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. Also offered as ID-144. Prerequisites: ART 101. Corequisite courses: ART-101.

ART-160 Ceramics I **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course. May be repeated for credit. Six studio hours per week. Studio fee assessed.

ART-201 Drawing II **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in Drawing I. Color is introduced through various media. May be repeated once for credit to explore additional media, techniques and processes with permission of instructor. Six studio hours per week. Studio fee assessed. Prerequisites: ART-101.

ART-206 Color Theory **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A study of the theory of color and light as perceived by the human eye. Color properties, systems, mixing, symbolism, and psychology are studied through experimentation with materials and visual elements used by the artist and designer. Six studio hours per week. Studio fee assessed. Prerequisites: ART-101, ART-105.

ART-207 Three-Dimensional Design **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An introduction to the elements and principles of three-dimensional design. The various degrees of three-dimensional form are explored through reliefs to works that are in-the-round. Both fine and applied art objects are constructed in a variety of materials and construction processes. Students develop their sensitivity and awareness of spatial environments that transfer into many other fields and disciplines. Six studio hours per week. Studio fee assessed. Prerequisites: Art 101 and Art 105.

ART-210 Painting I **(3.00 cr.)**

(Fall, Course Offered Every Year)

An introduction to basic oil painting techniques. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-206.

ART-220 Topics in Non-Western Art **(3.00 cr.)**

(Spring, Course Offered Every Year)

Rotating topics focusing on the art from non-western societies, such as India, Japan, China and Africa. Study emphasizes the context of their cultures and comparisons to western art. May be repeated for credit.

ART-221 Survey Western Art: Ancient-Early Renaissance **(3.00 cr.)**

(Fall, Course Offered Every Year)

A survey of the history of western architecture, sculpture, and painting from circa 2400 B.C. to 1500 A.D. In addition to examining art within its historical context and exploring human cultural diversity, students will gain fundamental skills of visual analysis, acquiring the vocabulary and concepts needed to discuss works of art orally and in writing.

ART-222 Survey Western Art: High Renaissance-Modern **(3.00 cr.)**

(Spring, Course Offered Every Year)

A survey of the history of western architecture, sculpture, and painting from circa 1450 to the post-modern present. In addition to examining art within its historical context and exploring human cultural diversity, students will gain fundamental skills of visual analysis, acquiring the vocabulary and concepts needed to discuss works of art orally and in writing.

ART-230 Photography II **(3.00 cr.)**

(Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in ART-130, with an emphasis on the pursuit of photography as a fine art form. Six studio hours per week. May be repeated for credit. Studio fee assessed. Prerequisites: ART-130.

ART-244 Fundamental Concepts of Art **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Children's developmental stages, as expressed through art, will be the framework for exploring how visual symbols develop, how art materials are used and how both symbols and techniques become increasingly complex throughout childhood. It will also address the reasons why many adults are afraid of creating art. Students will retrace the developmental process themselves through experimentation with art materials appropriate for use at different ages. Required for all K-6 licensure students.

ART-245 Typography and Layout **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A study of the uses of typography and the composition of visual information. Through exercises and design projects, students will develop the ability to select and manipulate type and to compose various elements for visual impact and effective communication. Six studio hours per week. Studio fee assessed. Prerequisites: ART-101, ART-105 and ART-140.

ART-248 Illustration I **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

The development of technical rendering skills for the illustrator or designer using various media and materials, including ink, colored pencil, and marker. Six studio hours per week. Studio fee assessed. Prerequisites: ART-206 or ID-243.

ART-260 Ceramics II **(3.00 cr.)**

(Spring, Course Offered Every Year)

An extension of the techniques and concepts encountered in ART-160. Emphasis will be placed on gaining depth of experience and a personal approach. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-160.

ART-270 Fibers **(3.00 cr.)**

(Fall, Course Offered Every Year)

An introduction to techniques of surface design on fabric. Through production of one-of-a-kind textile pieces, students learn fabric processes such as dyeing, painting, stamping, stenciling, screen printing, serti, batik and tie-dye. The course also includes study of contemporary and historical textiles from around the world. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-206.

ART-275 Metals and Jewelry **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An introduction to traditional metal and jewelry techniques. With an emphasis on design and research, students will learn the use of tools and equipment to create jewelry and small-scale objects. The course will enable students to develop skills such as design layout and facility with a variety of precious and non-precious materials through the creation of one-of-a-kind pieces. Techniques may include: sawing, fabrication, casting, enameling, and surface embellishment. This course may be repeated for credit. Repeat students will be encouraged to develop more complex work and research. Six studio hours per week. May be taken without prerequisite course with permission from the instructor. Studio fee assessed. Prerequisites: ART-105.

ART-299 Introduction to Research in Art **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to pursue original research in the field of art. In conjunction with a faculty member, the student will formulate and execute a research project at an intermediate level of complexity. The project will require a culminating experience appropriate to the field of artistic study, such as a paper or artistic object or performance and a presentation or exhibition. A research proposal form completed by the student and the faculty mentor is required. Prerequisites: ART-101, ART-105 and ART-221 or ART-222.

ART-300 Computer Design **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course explores basic design principles with typography and image manipulation. Students will work with their own art and images to learn how to efficiently and economically scan, manipulate, digitize, organize, layout, design, and print their own artwork with the computer. The goal of this course is to enable Studio and Art Education majors to create and produce their own publicity and self-promotional materials with effective design using the image editing software Adobe Photoshop, InDesign or Illustrator. The software can change depending on demand.

ART-310 Painting II **(3.00 cr.)**
(Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in ART-210 with an emphasis on furthering skill and individual expression. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-210.

ART-315 History of Costume **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period [2700 B.C.] to the 20th century. Also offered as FMD-315.

ART-323 Topics in Art History **(3.00 cr.)**
(Spring, Course Offered Every Year)

Designed to provide a variety of specific upper-level art history studies. Topics are chosen from four major periods: ancient, medieval, renaissance, and baroque. Beyond gaining an understanding of the historical and theoretical foundations of the art works from a particular period, students will also become acquainted with many other contextual factors, including aspects of religious, social, political, and economic life. May be repeated for credit. May be taken without prerequisite courses with instructor's consent. Prerequisites: ART-221 or ART-222.

ART-324 Topics in Modern Art History **(3.00 cr.)**
(Fall, Course Offered Every Year)

A variety of subjects related to art, women, and contemporary aesthetic and societal issues will be addressed. Beyond gaining a better understanding of the historical and theoretical foundations of modern art, this course seeks to help each student become more proficient in analytical and critical skills of thinking and writing. Topics are on rotation and may be repeated for credit. May be taken without prerequisite courses with instructor's consent. Prerequisites: ART-221 or ART-222.

ART-330 Photographic Techniques & Processes **(3.00 cr.)**
(Fall, Course Offered Every Year)

The emphasis in this course will vary by semester through exploration of different photographic techniques and processes. The student will work to achieve distinctive personal style for portfolio development. [ART-230 is not required to take this course.] May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-130.

ART-342 Digital Imaging I **(3.00 cr.)**
(Fall, Course Offered Every Year)

Developing and executing visual concepts for publications such as magazines, booklets, and newsletters will be the emphasis in this course. Aesthetics, terminology, technical considerations, and materials will be covered. Six studio hours per week. Studio fee assessed. Prerequisites: ART-206, ART-245 and ART-246.

ART-350 Printmaking I **(3.00 cr.)**
(Spring, Course Offered Every Year)

Emphasis on intaglio and relief processes, which may include etching, woodcut, linoleum, and experiments in monoprint and monotype. May be repeated for credit with permission from the instructor. Studio fee assessed. Six studio hours per week. Prerequisites: ART-206.

ART-365 Sculpture **(3.00 cr.)**
(Fall, Course Offered Every Year)

An introduction to sculptural forms and object making. Traditional and contemporary materials and processes will be explored that may include: clay modeling, hot and cold casting, wood or stone carving, hot and cold metal fabrication and assembling, and mixed-media. Relationships between concept, visual organization and materials are studied. This course may be repeated for credit to investigate additional media, techniques and processes to develop a more advanced body of work and personal narrative. Six studio hours per week. Studio fee assessed. Prerequisites: Art 160 or Art 207 or permission of instructor.

ART-393 Junior Seminar **(1.00 cr.)**
(Spring, Course Offered Every Year)

All junior level art majors must complete this course prior to taking Art 496 Professional Practices. Students will review and assess strengths in their work and identify areas for additional studies in upper level studio courses and/or research during their senior year. Seminar topics include: topics on the professional careers, theory and practice, the creative process, and post graduate studies. Students will create work based on their assessed strengths, prepare written and oral presentations and begin documenting their portfolios using digital media. This course is Writing Intensive (WI). Art History minors are exempt from taking this course. Prerequisites: The student must have enough credit hours to be deemed a Junior and have declared a major in Art.

ART-394 Graphic Design Studio **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This class deals with a variety of exploratory projects and client work. Responsibilities span the entire palette of tasks a graphic designer will be asked to fulfill, e.g. nurturing client contact, analyzing and interpreting the objectives of a project, creating design concepts and strategies for application, design of the actual project, taking the project through to the application [printing/press check/check/supervision on press/designing for a virtual presentation], client follow-up, and market analysis. Many projects are completed as group projects, and many decisions are made by students collaboratively. As students advance they will be asked to take on leadership at higher levels, e.g. class manager [master scheduling], art director for a particular project, production manager for a particular project, organizer of special activities [e.g. field trips, etc.]. Professional designers will be invited to class on various levels/issues. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-245.

ART-404 Book Design **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Students may choose to design and produce either a book of 150+ pages or the Meredith College yearbook, "Oak Leaves." Students will fulfill the roles of art director or editor and will perform a variety of tasks working with others on their chosen projects. May be repeated for credit. ART-394 is a prerequisite or a corequisite.

ART-425 Draping **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A study of the principles of apparel design using the draping method. Emphasis on fit, design, appropriateness, and construction techniques. May be taken without prerequisite courses with permission of the instructor. Also offered as FMD-425. Prerequisites: FMD-115 or ART-427.

ART-427 Apparel Design **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Also offered as FMD-427. Prerequisite: FMD-115.

ART-492 Art History Theory and Methods **(3.00 cr.)**
(Spring, Course Offered Every Year)

Art History Theory and Methods is a required course for all students minoring in art history and should be taken in the junior or senior year, preferably before the thesis is undertaken. The goal of this course is to examine the discipline and practice of art history. The course structure places emphasis not only on reading about the historical and theoretical bases of the discipline, but also on teaching students to identify methods used by various authors and to apply the methods they read about to actual works of art. The assigned readings acquaint students with a broad spectrum of approaches to art history. It is hoped that students will identify and define their goals as an art historian and begin to approach problems with a self-aware focus. Beyond identifying their own mode of inquiry, each student will become more skilled at recognizing the types of approaches used by other art historians (or academics in any field), noting their strengths, weaknesses, and biases. A/F grading. Prerequisites: ART-221 or 222, ART-323 or 324.

ART-494: Senior Project **(1.00–3.00 cr.)**

Graphic Design Majors and Art History Minors should register for this course. Graphic Design students should register one semester before they graduate, and Art History Minors will register the year that they plan to graduate. Graphic Design Majors will begin putting together their portfolio and complete the portfolio in Art 496 Professional Practices. Art History Minors will write a Thesis paper.

ART-495 Portfolio Photography **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course provides students with the basic information necessary for making high quality slides of both two-dimensional and three-dimensional artwork. Emphasis is placed on the preparation and presentation of a professional slide portfolio. Topics include use of the copy stand, lighting, tungsten-balanced film, metering with a gray card, film exposure, depth-of-field, slide masking, and slide labels. Students should complete the course with excellent skills for photographing all types of artwork. Studio fee assessed.

ART-496 Professional Practices **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

All Art Education, Graphics and Studio students should register for this course during their senior year in their last semester. Students will learn and implement professional procedures for the exhibition of artwork, learn the business basics for the business of art, understand the legal rights and procedures for the artist, practice presentation and marketing methods, develop strategies for success post-graduate in chosen concentration area, and demonstrate technical mastery by exhibiting work in a juried group exhibition. A professional from the outside arts community will jury the spring exhibition to be held in the Frankie G. Weems Gallery. Students taking this course in the fall are invited to submit their work for a juried spring exhibition or have their own exhibition in the halls of Gaddy-Hamrick Art Center in the fall semester. Prerequisites: ART-393 Junior Seminar and Senior status in their last semester.

ART-497 Web Design Studio **(2.00 cr.)**
(Spring, Course Offered Every Year)

A graphic design studio devoted to the specialized image, text and software requirements needed for web design. Students will design, build and upload a multi-page web site. Four contact hours per week. Studio fee to be assessed. Prerequisite: ART-394.

ART-498 Honors Thesis in Art **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Open to seniors or qualified juniors in the Honors and/or Teaching Fellows programs majoring in art. In conjunction with a faculty mentor, the student will formulate and execute an original research project at an advanced level of complexity that will culminate in a paper, artistic object or performance, and an exhibition or presentation. The project must meet Honors Program thesis requirements as well as the expectations of the art department faculty. Prerequisites: ART-206, ART-221 or ART-222.

ART-499 Junior & Senior Research in Art **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Open to junior and senior majors and minors, or others with permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project at an advanced level of complexity that will culminate in a paper or artistic object or performance and an exhibition or presentation. The precise nature of the culminating activity is dependent upon the artistic field and inquiry of study as deemed appropriate by the faculty mentor. A research proposal form completed by the student and the faculty mentor is required. May be repeated for credit for a total of six semester hours. Prerequisites: ART-206, ART-221 or ART-222.

ART-734 Foundations of Art Education **(3.00 cr.)**
(Course offered every third semester)

All Art Education, pre-art therapy, and students working toward licensure in art education are required to complete this course. Students will learn about the history of art education and various educational movements that have impacted the teaching of art in the public schools. Students will investigate the developmental stages as they impact artistic development in students, the teaching of art to diverse and exceptional students, theories of art instruction, art room practices, and issues and trends. Prerequisites: 15 hours of studio courses.

ART-735: Teaching and Methods: Art PreK–5 **3.00 cr.)**
(Course offered every third semester)

The relationship between creative behavior and child growth through the visual arts is developed through research, practicum situations, and extensive early field experience. Methods for teaching exceptional children are also studied. Curriculum development is an integral part of the class. Twelve hours of studio art must be completed prior to registering for this class. Offered in rotation with ART-734, ART-736. Studio fee assessed. Prerequisites: ART-221 or ART-222.

ART-736: Teaching and Methods: Art in Grades 6–12 **(3.00 cr.)**
(Course offered every third semester)

A study of teaching methodologies appropriate for middle and high school students through research, practicum situations, and extensive early field experiences. Attention is given to adolescent development and its effect on creative visual development and the need for visual expression. Art health hazards, computer competencies and curriculum development are among topics covered. Twelve hours of studio art must be completed before registering for this course. Studio fee assessed. Offered in rotation with ART-734 and ART-735. Prerequisites: ART-221 or ART-222.

Biology

BIO-101 General Biology I **(3.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

A course presenting many of the central principles of biology and relating them to everyday experience. Areas of study include biology at the subcellular and cellular levels, principles of inheritance, and processes of energy production and utilization. Three lectures per week. Corequisite courses: BIO-141.

BIO-102 General Biology II **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course emphasizing the diversity of life through a survey of the kingdoms of organisms as they have developed through time. Emphasis is placed on ecological and evolutionary relationships of the organisms studied. Three lectures per week. Prerequisites: BIO-101 BIO-141. Corequisite courses: BIO-142.

BIO-141 General Biology I Laboratory **(1.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Laboratory exercises designed to illustrate the principles considered in BIO-101. Topics include cellular structure, respiration and photosynthesis, DNA structure and function, cellular and organismal reproduction, and genetics. Meets two hours per week. Corequisite courses: BIO-101.

BIO-142 General Biology II Laboratory **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A selection of laboratory exercises designed to illustrate the basic principles presented in BIO-102, including the study of representative organisms of the groups studied in class. Dissection of preserved animals is required. Meets two hours per week. Prerequisites: BIO-101 BIO-141. Corequisite courses: BIO-102.

BIO-203 Disease, Death and Sex in the Middle Ages **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course investigates how epidemic diseases shape human societies, and how continued cultural and technological innovation create conditions favorable for such epidemics. Two disease complexes constitute the primary focus of the course: Black Death for the Middle Ages and Syphilis for the Renaissance. These will also serve as historical models for understanding current emerging diseases such as HIV, SARS, West Nile Virus, Mad Cow, and Ebola.

BIO-211 Plant Biology **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

Emphasizes seed plant anatomy, morphology, physiology, and systematics, but surveys all other plant groups as well as fungi and algae. Three lectures per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-241.

BIO-222 Invertebrate Zoology **(2.00 cr.)**
(Spring, Even Numbered Years Only)

A comparative phylogenetic study of invertebrate animals. For each group, structural and functional consideration will be given to systems of maintenance, activity and continuity. The ecological and economic importance of invertebrates is emphasized. Three lectures per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-242.

BIO-234 Principles of Ecology **(3.00 cr.)**
(Spring, Even Numbered Years Only)

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Three lectures per week. Prerequisites: BIO-101, BIO-141. Corequisite courses: BIO-244.

BIO-241 Plant Biology Laboratory **(1.00 cr.)**
(Fall, Even-Numbered Years Only)

Laboratory study of plants to illustrate and supplement lecture material presented in BIO-211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Three laboratory or field trip hours per week. Prerequisites: BIO101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-211.

BIO-242 Invertebrate Zoology Lab **(2.00 cr.)**
(Spring, Even Numbered Years Only)

Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Special emphasis is placed on the observation of living animals. Students are required to rear or culture several species of invertebrates. In addition, experience in using and constructing dichotomous keys will be given. Three laboratory hours per week. Prerequisites: BIO101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-222.

BIO-244 Principles of Ecology Lab **(1.00 cr.)**
(Spring, Even Numbered Years Only)

Laboratory studies of ecosystems to supplement lecture material presented in BIO-234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Three laboratory or field trip hours per week. Prerequisites: BIO-101, BIO-141. Corequisite courses: BIO 234.

BIO-251 Cell Biology **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The fundamental unit of life is the cell; therefore, cell biology forms the base upon which all modern biology and medicine is built. This course provides advanced study of microscopy and associated techniques such as freeze-fracture, fractionation, centrifugation, immunofluorescense, and cell fusion. Both prokaryotic and eukaryotic cells will be covered but the course will emphasize eukaryotic cells. Topics covered will include: cell chemistry, bioenergetics, enzymes, membranes, transport across membranes, endomembrane system, cell junctions, respiration, photosynthesis, cell cycle, cell division, information flow, gene regulation and expression, cytoskeleton, motility, contractility, signal transduction, cellular aspects of the immune response, and the cellular aspects of cancer. Three lecture hours per week. Prerequisites: BIO-101 BIO-141 CHE-111 CHE-141. Corequisite courses: CHE112, CHE-142.

BIO-252 Human Genetics **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

A presentation of the basic concepts of human genetics including discussion of fundamental genetic principles, impacts of recent advances, and ethical issues related to human genetics. MAT-144 is a recommended prerequisite. Three lectures per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-254 Evolution-Biological Systems **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of the emergence and history of life on earth. Emphasis is put on the mechanisms that result in evolutionary change at the cellular, population, and ecosystem level. Areas covered include genetics, population ecology, speciation, and extinction. May be taken without prerequisite courses with instructor consent. Prerequisites: BIO-101, BIO141, BIO-102, BIO-142.

BIO-256 Techniques in Microscopy **(1.00 cr.)**
(Fall, Course Offered Every Year)

The microscope and microscopy [techniques] are central to the development and practice of modern biology. This course provides an historical outline of microscopy and a review of its modern techniques. Topics included are phase-contrast, interference, fluorescence, confocal, scanning electron, and transmission electron microscopy. One practicum hour per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-258 Techniques in Tissue Culture **(1.00 cr.)**
(Spring, Course Offered Every Year)

A presentation of current methods in plant tissue culture. Discussion and research experiments to develop understanding and expertise in such areas as: sterile technique, plant propagation, nutritional effects, isolation and fusion of protoplasts, and other current plant tissue culture techniques. Three practicum hours per week. Prerequisites: BIO101, BIO-141, BIO-102, BIO-142.

BIO-299 Research Development **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A research development and seminar course in which freshman and sophomore level students explore processes and mechanisms for conducting original laboratory, field, or library based research. Students are required to present their findings orally and in written form. May be repeated for credit for a maximum of four semester hours. Prerequisites: BIO-101, BIO-141.

BIO-311 Histology **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A combined lecture-laboratory course. The microanatomy of mammalian tissues and organs at both the light and electron microscope level are surveyed. Histology by its nature is highly visual, therefore, lecture and laboratory work will be integrated into a unified format. Students are introduced to the basics of microscopy and microtechnique, and are responsible for tissue and organ recognition and critical interpretation. Students are given a comprehensive set of prepared slides for detailed study. Three lecture-laboratory hours per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-314 Parasitology **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

A combined lecture-laboratory course. This course is a comprehensive investigation of protozoan, helminth, and arthropod parasites with special emphasis to those of medical and veterinary importance. The techniques of parasitology are covered, including egg sedimentation, life cycle studies, animal necropsy, and the use of taxonomic keys. Students are given a comprehensive set of prepared slides for detailed study. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-321 Comparative Vertebrate Anat. **(2.00 cr.)**
(Fall, Course Offered Every Year)

A course in the comparative morphology of protochordates and vertebrates. The sequence of study includes protochordate origin, vertebrate origin, vertebrate diversity, early embryology, and the comparative morphology of vertebrate organ systems. The evolutionary and developmental history of vertebrates will be of major importance. Three lectures per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-345.

BIO-322 Human Anatomy and Physiology **(3.00 cr.)**
(Spring, Course Offered Every Year)

Study of the structure and function of the major tissues, organs, and organ systems of the human body. Three lectures per week. Corequisite courses: BIO-342.

BIO-323 Vertebrate Physiology **(3.00 cr.)**
(Fall, Course Offered Every Year)

A comprehensive study of the principal processes involved in vertebrate cells, tissues, and organ systems, including circulation, respiration, excretion, acid-base and fluid balances, digestion, reproduction, and muscle-nerve coordination and integration. Anatomy is studied as necessary to understand the functions of the different systems. Three lectures per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO142, CHE-111, CHE-141, CHE-112, CHE-142. Corequisite courses: BIO-343.

BIO-325 Environmental Science **(4.00 cr.)**
(Fall, Odd-Numbered Years Only)

Application of biological and chemical principles to the study of the environment with emphasis on the diversity of methods used to study this broad field. Three class hours and three laboratory hours per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142, CHE-111, CHE-141, CHE-112, CHE-142.

BIO-334 Microbiology **(3.00 cr.)**
(Spring, Course Offered Every Year)

A course designed to provide a general understanding of the structure and function of bacterial cell types along with the application of bacteriology to certain medical, food, environmental and industrial processes. Three lectures per week. Prerequisites: BIO-101 and BIO-141; BIO-102 and BIO-142 or BIO-251; CHE-111, CHE-112 and CHE 221. Corequisite courses: BIO-344.

BIO-342 Human Anatomy and Physiology Lab **(1.00 cr.)**
(Spring, Course Offered Every Year)

Students examine the structures of the human body by use of models, charts, and dissection of preserved and fresh animal organs. Also, experiments are used to demonstrate functional aspects of the major organ systems. Three laboratory hours per week. Corequisite courses: BIO-322.

BIO-343 Vertebrate Physiology Lab **(1.00 cr.)**
(Fall, Course Offered Every Year)

Includes experimentation in cellular physiology, blood analysis and circulation, respiration, excretion, and neuromuscular function. Some dissection of preserved and fresh animal organs is required as necessary to understand organ functions. Three laboratory hours per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142 CHE-111, CHE-141, CHE-112, CHE-142. Corequisite courses: BIO-323.

BIO-344 Microbiology Laboratory **(1.00 cr.)**
(Spring, Course Offered Every Year)

A series of laboratory exercises chosen to acquaint students with procedures used in studying bacteria, including aseptic technique, culturing methods and staining techniques. Students isolate strains from natural habitats and also carry out exercises associated with food and medical microbiology. Three laboratory hours per week. Prerequisites: BIO101 and BIO-141; BIO-102 and BIO-142 or BIO-251; CHE-111, CHE-112, CHE-221. Corequisite courses: BIO-334.

BIO-345 Comparative Vertebrate Anatomy Lab (2.00 cr.)

(Fall, Course Offered Every Year)

A vertebrate dissection course. A comparative systems approach is used in the detailed dissection of the lamprey, dogfish shark, mudpuppy, and cat. The course also includes the microscopic and gross examination of hemichordates and protochordates. Three laboratory hours per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-321.

BIO-352 Symbiology (3.00 cr.)

(Fall, Course Offered Every Year)

The study of symbiosis [living together] between different species of organisms. Long term and less permanent relationships will be studied. Examples from all biological kingdoms will be used and the diversity of those relationships will be examined. Prerequisites: BIO-101, BIO141, BIO-102, BIO-142.

BIO-356 Biotechnology (4.00 cr.)

(Fall, Course Offered Every Year)

This course will cover the basic techniques used in molecular biology and biotechnology. The course has both lecture and laboratory components in which fundamental concepts and techniques will be presented and then practiced. The laboratory skill introduced in this class would be useful for students interested in pursuing graduate studies or employment in research laboratories, and those interested in environmental or health issues. Prerequisites: BIO-101, BIO-141, BIO-102, 142 or 251, CHE-111, CHE-141, CHE-112, CHE-142.

BIO-358 Aquatic Field Studies (2.00 cr.)

(Fall, Even-Numbered Years Only)

This course provides experience in the techniques required for research in the aquatic environment. Aspects of organism identification, habitat classification, water chemistry, and sampling techniques will be included. One three-hour field meeting per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142, CHE-111, CHE-141, CHE-112, CHE-142, MAT-245.

BIO-359 Terrestrial Field Studies (2.00 cr.)

(Spring, Odd-Numbered Years Only)

This course provides experience in the techniques required for research in the terrestrial environment. Aspects of organism identification, community classification, soil study, and sampling techniques will be included. One four-hour field meeting per week. Prerequisites: BIO-101, BIO-141, BIO-102k BIO-142, CHE-111, CHE-141, CHE-112, CHE-142, MAT-245.

BIO-431 Genetics (3.00 cr.)

(Fall, Course Offered Every Year)

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. MAT-144 or the equivalent is a recommended prerequisite. BIO-461 is a corequisite for Biology majors. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-436 Biochemistry (3.00 cr.)

(Spring, Course Offered Every Year)

A study of the chemistry of biological systems including metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Also offered as CHE-436. Three lectures per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241, BIO-101, BIO-141.

BIO-446 Biochemistry Laboratory (1.00 cr.)

(Spring, Course Offered Every Year)

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Also offered as CHE-446. Three laboratory hours per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241, BIO-101, BIO-141. Corequisite courses: BIO-436.

BIO-461 Genetics Laboratory (1.00 cr.)

(Fall, Course Offered Every Year)

Collection of laboratory exercises designed to provide practical exposure to some of the general principles considered in BIO-431. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. MAT-144 or the equivalent is recommended. Three laboratory hours per week. Prerequisites: BIO101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-431.

BIO-498 Honors Thesis in Biology (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This is a research and seminar course in which junior or senior level students who are members of the Honors and/or Teaching Fellows Programs conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. The project must meet Honors Program thesis requirements as well as expectations of the biology faculty. A research proposal form completed by the student, faculty mentor, and Honors Program Director is required for registration. Honors Scholars and Teaching Fellows with concentrations in Molecular Biology and Environmental Science are required to complete one semester of BIO-499 and one semester of BIO-498 for a total of six hours.

BIO-499 Senior Research (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Senior Research is a research and seminar course in which junior and senior level students conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. Students with concentrations in Molecular Biology and Environmental Science are required to complete two semesters of BIO499 for a total of six hours.

Birth–Kindergarten Licensure

BK-337 Observation of Young Children (3.00 cr.)

(Fall, Course Offered Every Year)

The history, philosophy, and practice of observing, documenting, and analyzing children's behavior within an ecological framework will be presented. Specific observational techniques to assess adult-child and child-child interactions, assessment of play, and environmental assessment will be presented. Students will develop an assessment portfolio for individual children. Prerequisites: PSY-210 or PSY-310, and CD234, CD-334.

BK-341 Variations in Early Development (3.00 cr.)

(Spring, Course Offered Every Year)

An examination of biological and environmental factors and their interactions as they impact the development of young children, and may interfere with typical growth and development. The effects of various risk factors, developmental delays or disabilities on patterns of development in the physical, cognitive, language, social-emotional, and adaptive domains will be discussed. Prerequisites: PSY-210 or PSY310, and PSY-312, CD-234, CD-334. Corequisite courses: CD-340, BK-342.

BK-342 Practicum **(1.00 cr.)**

(Spring, Course Offered Every Year)

Placements in a variety of center-based settings that serve children of varying ages and abilities. This field-based experience will give students the opportunity to conduct observations designed to assess how the learning environment supports development and can be modified to meet individual children's needs. Prerequisites: PSY-210 or PSY-310, and PSY-312, CD-234, CD-334. Corequisite courses: CD-340, BK 341.

BK-350 Emergent Literacy and Technology Integration **(3.00 cr.)**

(Spring, Course Offered Every Year)

This course focuses on the development of reading and writing processes from birth through kindergarten and how technology can be integrated across the curriculum. This course gives students a deeper understanding of the theory, research and recommended practices behind emergent literacy, focusing on the development of reading and writing. Students will develop an initial electronic teaching portfolio and will conduct literacy and technology activities in inclusive preschool and kindergarten settings. Prerequisites: CD-234, CD-334, BK-337, and CD- 345

BK-445 Advanced Curriculum Development **(3.00 cr.)**

(Spring, Course Offered Every Year)

This course will focus on the application of developmental theory to curriculum planning and developmentally appropriate practice; on linking assessment and curriculum planning; and on adapting and evaluating curriculum to promote the integration of young children of various developmental levels and abilities. The course will also introduce students to the major theories, research, and controversies regarding the emergence of literacy, writing, and mathematical concepts and explore how assistive technology supports children's development. This course is taken during the block semester concurrently with student teaching. Prerequisites: CD-234, CD-334, CD-336, CD-340, CD-434, BK-337, BK-341, BK-342.

BK-460 Clinical Internship: Infant/Toddler **(3.00 cr.)**

(Fall, Course Offered Every Year)

Supervised clinical internship with infants and toddlers under the direction of a cooperating teacher with faculty supervision. Full-time teaching assignments with weekly seminars. Course fee assessed. Instructor's consent required. Prerequisites: CD-234, CD-334, CD336, CD-340, CD-434, BK-337, BK-341, BK-342. Corequisite courses: BK-465.

BK-465 Teaming and Collaboration **(3.00 cr.)**

(Fall, Course Offered Every Year)

This seminar will introduce students to the function of interdisciplinary, multidisciplinary and transdisciplinary teams and the primary disciplines involved in the delivery of services to young children and their families. The role of the professional in assessment, planning, intervention, and case management will be examined as will the mechanisms whereby these services are coordinated, and the strategies for implementing interdisciplinary, and multi-disciplinary and trans-disciplinary programs. Issues related to ethics and professional conduct will be discussed. Instructor's consent required. Prerequisites: CD-234, CD-334, CD-336, CD-340, CD-434, CD-438, BK-341, BK-342, BK-337. Corequisite courses: BK-460.

BK-469 Field Experience **(1.00 cr.)**

(Spring, Course Offered Every Year)

This course provides the student with an opportunity to observe and work with a cooperating teacher for 12 hours a week for 5 to 6 weeks. The student will develop relationships with the children and teachers where she will do her student teaching. The student will become familiar with the philosophy, routines, and strategies used in the classroom. She will become familiar with school policies, resources, and personnel in preparation for her student teaching. The seminar, consisting of regular group meetings during the 5 to 6 week block period, will focus on effective teaching in North Carolina and professionalism. Corequisite courses: BK-445, CD-436, EDU-490.

Business

BUS-240 Principles of Management **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An introduction to the theory and application of management principles, skills, and functions in the achievement of organizational efficiency and effectiveness. Not open to freshmen.

BUS-260 Principles of Marketing **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer. Not open to freshmen.

BUS-310 International Business **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A study of the policies, institutions, and practices of international business and trade, with emphasis on the global integration of the United States' economy; international commercial and financial practices; international marketing and management techniques; differences in the cultural environment and customary business methods; and the role of multinational corporations. Prerequisites: BUS-240, BUS-260, ECO-100.

BUS-340 Business Law and Ethics **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An examination of the legal and regulatory environment of business, including ethics and the place of law in society. Not open to freshmen.

BUS-343 Operations Management **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

The management of operating systems in both goods manufacturing and service producing industries. Topics included are trade-off analysis, process analysis, workplace methods, production and inventory control systems, capacity planning, operations strategies, technology-driven information systems, information technology management, and decision support systems. This course makes extensive use of case studies in operations management. Prerequisites: ACC 220, BUS 240, ECO 101, MAT 245.

BUS-348 Organizational Behavior **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An analysis of individual and work group characteristics and those organizational factors which influence human behavior within the organizational setting. Topics include organizational culture, motivation and reward systems, and leadership practice, with a major focus on business ethics and ethical decision making. Prerequisite: BUS-240.

BUS-350 Human Resource Management **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An examination of the principles, practices, and underlying theories of human resource management in relation to employee selection, training, motivation, and remuneration; interpersonal and group relationships; manpower planning. Prerequisite: BUS-240.

BUS-352 Training and Development **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of the principles of training and development, training needs, assessment, training solutions to organizational problems, skill training, different training options, and ways of integrating new behavior and attitudes into the organizational system. Prerequisite: BUS-240.

BUS-361 Consumer Behavior **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the impact of such factors as personality, motivation, perception, learning, attitudes, cultural and social influences, and life-style changes on buying behavior. A review of sociological, psychological, and economic models of behavior will be included. Prerequisite: BUS-260.

BUS-365 Marketing Research **(3.00 cr.)**
(Fall, Course Offered Every Year)

An examination and application of the process of planning a research project, gathering and analyzing secondary and primary data, and reporting (in writing and orally) the results for decision-making purposes. Applicable to those interested in social and behavioral sciences as well as business. Prerequisites: BUS-260, MAT-245.

BUS-369 International Marketing **(3.00 cr.)**
(Spring, Course Offered Every Year)

An examination of the economic, political, legal, and social constraints on marketing abroad and an analysis of the management and operational strategies of firms engaged in international marketing. Special emphasis is on differences between start-up operations and established multinational firms. Prerequisite: BUS-260.

BUS-370 Corporation Finance **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ACC-221, ECO-101, MAT-245.

BUS-452 Compensation and Benefits **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of the principles of compensation and benefits, job analysis and job evaluation, market surveys and their effects on pay structure, performance pay and incentives, benefits, services, and the comparable worth issue. Prerequisite: BUS-350.

BUS-458 Employee Relations Management **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of the principles of recruiting, selection, and retention of employees and the laws that pertain to them in the workplace, including the employer-employee relationship, discrimination, affirmative action, and government regulation.

BUS-466 Sales Management **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An analysis of professional selling practices with emphasis on the selling process and sales management. It will include the foundations of selling, the selling process, the difference in selling to organizational customers and to the ultimate customer, and the management of the sales function. Students will be required to make several presentations. Prerequisite: BUS-260.

BUS-467 Advertising and Sales Promotion **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An examination of the creative process, from strategy to execution, of advertising and promotional materials. Students will be required to develop the strategies, media plans, and draft executions of advertising and promotion materials. Prerequisite: BUS-260.

BUS-468 Marketing Management and Planning **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the management and planning required for the development of marketing plans for products and services; a disciplined analysis of the needs, wants, perceptions, and preferences of markets as the basis for setting objectives and developing the plans to accomplish them. Students will be required to develop and present marketing plans for organizations. Prerequisites: BUS-240, BUS-260.

BUS-472 Intermediate Financial Management **(3.00 cr.)**
(Spring, Course Offered Every Year)

An in-depth study of the applications of theory to financial decisions involving optimal capital structure, capital budgeting criteria, and long- and short-term financing. Prerequisite: BUS-370.

BUS-474 Investment Analysis and Portfolio Management **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of the theory and practice of portfolio management; analysis of securities; risk evaluation; alternative investment opportunities; and optimizing behavior of the individual investor. Prerequisite: BUS-370.

BUS-480 Business Internship **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Supervised experience in business or governmental institutions where work is related to student interest. Limited to senior majors with a minimum GPA of 2.00. Can be taken only once. Students may not receive credit for both BUS-480 and BUS-481. May not be taken simultaneously with either COE-302 or COE-403. Pass/Fail grading only.

BUS-481 Human Resource Management Internship **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Supervised experience in business or governmental institutions where work is related to student interest. Limited to seniors minoring in Human Resource Management and a minimum GPA of 2.00. Students may not receive credit for both BUS-480 and BUS-481. May not be taken simultaneously with either COE-302 or COE-403. Pass/Fail grading only.

BUS-495 Business Policy **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An in-depth study of managerial policy formulation, strategies, and problems, including the influence of economic, social, and governmental factors. Prerequisites: BUS-240, BUS-260, BUS-370; BUS 343 is a prerequisite or corequisite.

BUS-498 Honors Thesis in Business **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. The project must meet Honors Program thesis requirements as well as expectations of business faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

BUS-499 Research in Business **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. It represents a study or investigation conducted by an undergraduate that makes an intellectual contribution to business. Junior or senior standing only. May be repeated for credit for a maximum of six credit hours.

Career Planning

CPS-101 Career Planning for Freshmen and Sophomores (1.00 cr.)
(Spring, Course Offered Every Year)

This half-semester course offers first- and second-year students the opportunity to investigate, through interest, skill, value, and personality assessments, possible choices of major study and career fields. Career exploration, experiential learning opportunities, resume writing, and professionalism are among the topics presented and practiced. Pass/Fail grading only.

CPS-301 Career Planning for Juniors and Seniors (1.00 cr.)
(Fall, Course Offered Every Year)

This half-semester course is designed to assist upper-level students in relating their chosen academic majors to career fields through self-assessment and occupational exploration. Skill-building activities are used to introduce students to resume writing, interviewing, and job-search strategies, and to the concept of career development as a lifelong process. Pass/Fail grading only.

Chemistry

CHE-100 Chemistry and Society (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the fundamental principles of chemistry including atomic structure, chemical bonding, and the laws of conservation of mass and energy. In addition, this course will emphasize aspects of chemistry relevant to today's society. Prerequisites: CHE 111, CHE 141

CHE-111 General Chemistry I (3.00 cr.)
(Fall, Spring and Summer, Course Offered Every Year)

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours per week. High school chemistry or CHE-100 is strongly recommended as a prerequisite to this course. Corequisite courses: CHE-141.

CHE-112 General Chemistry II (3.00 cr.)
(Fall, Spring and Summer, Course Offered Every Year)

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours per week. MAT-144 is strongly recommended as a prerequisite. Prerequisites: CHE-111, CHE-141. Corequisite courses: CHE-142.

CHE-141 General Chemistry I Laboratory (1.00 cr.)
(Fall, Spring and Summer, Course Offered Every Year)

Laboratory experiments designed to supplement the work in CHE111. Three laboratory hours per week. Corequisite courses: CHE-111.

CHE-142 General Chemistry II Lab (1.00 cr.)
(Fall, Spring and Summer, Course Offered Every Year)

Laboratory experiments designed to supplement the work in CHE112, including qualitative and quantitative analysis. Three laboratory hours per week. Prerequisites: CHE-111, CHE-141. Corequisite courses: CHE-112.

CHE-203 Science and Human Values (3.00 cr).
(Fall, even-numbered years only)

This course provides an overview of the development of some of the great ideas in the natural sciences, the evidence for these ideas, and the process by which these ideas came to be accepted. Students will explore how these ideas have influenced society, our understanding of our place in the universe, our understanding of what it means to be human, and our values. Also offered as PHY 203 and SCI 203. Prerequisites: One laboratory science course (BIO 101/141, CHE 111/141, GEO 200/240, or PHY 211/241

CHE-221 Organic Chemistry I (3.00 cr.)
(Fall, Course Offered Every Year)

Essential principles, reaction mechanisms, structures and stereochemistry of carbon compounds. Three class hours per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142. Corequisite courses: CHE-241.

CHE-222 Organic Chemistry II (3.00 cr.)
(Spring, Course Offered Every Year)

A continuation of CHE-221, emphasizing reaction mechanisms, stereochemistry, and physical methods of structure determination. Three class hours per week. Prerequisites: CHE-221, CHE-241. Corequisite courses: CHE-242.

CHE-241 Organic Chemistry I Laboratory (1.00 cr.)
(Fall, Course Offered Every Year)

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142. Corequisite courses: CHE-221.

CHE-242 Organic Chemistry II Lab (1.00 cr.)
(Spring, Course Offered Every Year)

Experimental organic chemistry with emphasis on qualitative analysis of organic compounds using chemical tests and instrumental analysis. Three laboratory hours per week. Corequisite courses: CHE-222.

CHE-299 Introduction to Research (1.00–2.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. CHE-111 is strongly recommended as a prerequisite to this course. Course may be repeated for credit for a maximum of three semester hours.

CHE-350 Quantitative Analytical Chem. (4.00 cr.)
(Spring, Even-Numbered Years Only)

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, chromatographic, and electroanalytic methods. Three class hours and three laboratory hours per week. Prerequisites: CHE-112.

CHE-415 Special Topics in Chemistry (1.00–3.00 cr.)
(Spring, Course Offered Every Year)

Special topics in chemistry such as instrumental analysis, advanced organic chemistry, polymer chemistry, industrial chemistry, or chemometrics. Instructor's consent required.

CHE-420 Chemistry of Thermodynamics & Kinetics (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures per week. Prerequisites: CHE-112, PHY-212, MAT-211.

CHE-430 Atomic and Molecular Structure (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the modern theories of atomic and molecular structure and chemical bonding. Also offered as PHY-430. Three lectures per week. Prerequisites: CHE-112, PHY-212, MAT-211.

CHE-436 Biochemistry **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of the chemistry of biological systems including metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Also offered as BIO-436. Three lectures per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241, BIO-101, BIO-141.

CHE-441 Experimental Physical Chemistry I **(1.00 cr.)**
(Fall, Even-Numbered Years Only)

Laboratory experiments in thermochemistry, equilibria, and kinetics with emphasis on mathematical treatment of data and technical report writing. Corequisite courses: CHE-420.

CHE-442 Experimental Physical Chemistry II **(1.00 cr.)**
(Spring, Odd-Numbered Years Only)

Laboratory experiments to accompany the theoretical studies of atomic and molecular structure and chemical bonding in CHE-430. Corequisite courses: CHE-430.

CHE-446 Biochemistry Laboratory **(1.00 cr.)**
(Spring, Course Offered Every Year)

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Also offered as BIO-446. Three laboratory hours per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241, BIO-101, BIO-141. Corequisite courses: CHE-436.

CHE-474 Inorganic & Bioinorganic Chemistry **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

A study of advanced concepts of theoretical and descriptive inorganic chemistry with relevant biochemical examples. CHE-222 is strongly recommended as a prerequisite to this course. Prerequisites: CHE221, CHE-241.

CHE-490 Seminar **(1.00–2.00 cr.)**
(Spring, Course Offered Every Year)

May be taken for credit more than one semester. Pass/Fail grading only.

CHE-498 Honors Thesis in Chemistry **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Open to senior chemistry majors who are members of the Honors and/or Teaching Fellows Programs. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. The project must meet Honors Program thesis requirements as well as the expectations of the chemistry faculty.
Prerequisites: CHE-222.

CHE-499 Research **(1.00–2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Open to junior and senior chemistry majors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. Prerequisite: CHE-222.

Child Development

CD-234 The Preschool Child **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the behavior and development of young children two through eight years of age. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh Preschool. Content includes major developmental theories and research applications. Three hours of lecture and three hours of laboratory each week.

CD-299 Introduction to Research in Child Development **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and questions in Child Development. This course will provide an introduction to research methods in social science and child development. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: CD-234.

CD-334 Infant Development **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course will provide the theoretical foundations of infant-toddler development as students examine the current research on the growth and development of very young children from a multidisciplinary perspective. Students will participate concurrently in a field experience in a program serving infants and toddlers. Three hours of lecture and three hours of practica each week. Prerequisites: CD-234.

CD-335 Marriage/Family Relationships **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A functional course designed to help the student achieve an understanding of family systems, personality, communication, and decision making as related to successful marriage and family living.

CD-340 Young Children's Learning Environments **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course is designed to introduce the student to standards and methods for evaluating the quality and effectiveness of inclusive learning environments for young children. It will focus on how the structure and organization of the indoor and outdoor environments influence the development and learning of children, and how interactions with peers and adults influence development and learning. The role of play and the role of teacher-child interactions in facilitating the goals of inclusion and developmentally appropriate practice will be emphasized. BK-341 and BK-342 are corequisite courses for students seeking B–K licensure. Prerequisites: CD-234, CD-334.

CD-345 Preschool Curriculum **(4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Students will design and implement activities that integrate multiple developmental areas and levels of ability that are in accordance with the guidelines of developmentally appropriate practice. Placements will be in preschool programs that provide services for typically and atypically developing children. Instructor's consent required. Course fee assessed. Prerequisites: CD-234, CD-340, CD-334 and BK 337.

CD-434 Infant Curriculum **(3.00–4.00 cr.)**
(Fall, Course Offered Every Year)

Methods of developing, implementing, and evaluating curriculum experiences which are developmentally based for both typical and atypical infants and toddlers will be addressed. Program issues that relate to the needs of infants and toddlers and their families will be examined. Three hours of field experiences per week. Instructor's consent required. Course fee assessed. Prerequisites: CD-234, CD-340, CD-334.

CD-436 Administration of Programs for Young Children **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of administration and the role of leadership in programs serving young children. Primarily through project and portfolio work, students will demonstrate competency in understanding the role of developmental theory in establishing and developing programs; the practical needs of programs in terms of staffing, financial management, licensing, environmental design, equipping and furnishing classrooms; working with parents and governing boards; and assessment and development of teaching staff. Health, safety, and nutritional concerns will also be addressed. May be taken without prerequisite course with permission from the instructor. Prerequisites: CD-234, CD-334, CD 340.

CD-438 Support & Strengthening Families **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An overview of current information related to working with families of young children. Family and social systems theories and research provide a foundation for an ecological transactional view of families of diverse structural and sociocultural backgrounds. The emphasis of the course is on providing family-centered services that support and strengthen the family unit. Prerequisites: CD-234, CD-334, BK-337.

CD-440 Readings Preschool Education & Early Intervention **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course will trace the history of early childhood, preschool education and early special education in the U. S. A special focus will be on examining theoretically based preschool curriculum models and early intervention models. The course will also cover the evolution of legislative policy, and practices in early education from both national and international perspectives. Current trends, legislative and policy issues will be investigated. Field work in early childhood classrooms and special programs will offer the opportunity for a student to begin or expand her current knowledge base. Prerequisites: CD-234.

CD-450 Advanced Practicum & Seminar **(4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Supervised student teaching will provide an in-depth opportunity for students to plan and implement developmentally appropriate curriculum and instruction for young children. Student teaching is co-supervised by a cooperating classroom teacher and a member of the Child Development faculty. In addition to 200 contact hours spent in the classroom, students will meet weekly to discuss, analyze, and evaluate their field experiences. Course fee assessed. Instructor's consent required. Prerequisites: CD-234 CD-334, CD-340, CD-345.

CD-498 Honors Thesis in Child Development **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the child development faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

CD-499 Research in Child Development **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research project investigating topics and questions in Child Development. This course will provide an introduction to research methods in social science and child development. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: CD-234, CD-334, BK-337.

Chinese

CHI-100 Introduction to Chinese Language **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course provides students a unique opportunity to study Mandarin Chinese with a native speaker who is an expert in teaching foreign languages. While writing, reading and culture are important dimensions of this course, the principal focus is on speaking. Since this is a one-semester only course, it does not satisfy the General Education foreign language competency requirement.

Communication

COM-100 Introduction to Communication Studies **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An overview of the study of communication, this team taught course highlights both interpersonal and mass communication as well as public speaking.

COM-140 House Management **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The practicum is designed to give the student practical experience through production of performance work. Students will choose 1 hour from 3 choices to fulfill the 1 hour requirement. (1 hour = 3 hours of service per week). Students in Communication would apply practical experience in Meredith College's communication environments such as providing publicity, house management, and box office for the theatre program, service to media services, marketing, and other eligible on-campus communication outlets.

COM-141 Publicity **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

See COM-140.

COM-142 Box Office **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

See COM-140.

COM 200 Communication Research Methods **(3.00 cr.)**
(Fall, Course Offered Every Year)

An introduction to the basics of research in the field of communication, students learn a variety of research methods including both qualitative and quantitative methods as well as gain hands-on experience in the research process. This course will better prepare students for upper-level communication courses by familiarizing them with the language and process of research done in the field. The course gives students the skills needed to successfully complete their own research for their senior thesis.

COM-225 Public Speaking **(3.00 cr.)**
(Fall and Spring Course Offered Every Year)

A basic introduction to communication, primarily through public speaking, that stresses organization and delivery of spoken messages. Units include informative speaking, special occasion speaking, the use of language in oral style, audience analysis, and the use of logic and critical thinking in persuasive communication.

COM-230 Video Production **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introductory study of in-the-field television production, the course concentrates on basic shooting and editing techniques with an emphasis on composition, storytelling and nonlinear editing. All cameras are miniDV digital camcorders; all editing is taught on state-of-the-art AVID systems.

COM-260 Interpersonal Communication **(3.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

An introduction to relational communication. The student should increase her sensitivity to communication skills by questioning habits, traditions, and current ideas and behaviors related to person perception and communication. Through lectures, discussion, activities, and exercises, students will attain the knowledge and skills to become more effective communicators. They will also increase their awareness of everyday communication behaviors.

COM-290 Introduction to Mass Communication **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to the field of mass communication that deals with the examination of radio, newspapers, magazines, film, television and the internet. The course includes historical backgrounds of each division, career opportunities, current trends, and predictions. It is designed to enhance student appreciation of the various components of mass media.

COM 299 Communication Research Project **(3.00 cr.)**
(Fall, Spring Course Offered Every Year)

In conjunction with a faculty mentor, the student will conduct an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the mentor is required for registration. Prerequisite: COM 200.

COM-300 Small Group Communication **(3.00 cr.)**
(Fall, Course Offered Every Year)

Theory and practice of effective communication in small groups, including: stages of group development, role emergence, leadership functions, decision making strategies, conflict management, and the significance of power.

COM 310 Introduction to Public Relations **(3.00 cr.)**
(Fall, Course Offered Every Year)

Students gain an understanding of the scope of public relations by examining many aspects of the field, including writing and types of campaigns. Students create a communication plan that reflects strategic thinking and incorporates core competencies as well as produce written materials that illustrate an understanding of basic public relations writing skills.

COM 320 Media Law **(3.00 cr.)**
(Fall, Course Offered Every Year)

An introduction to the history and development of media law in the United States since the early 1900s. Readings and lectures include the First Amendment, libel law, copyright protection, different regulations regarding print and electronic media, regulation of obscene and erotic material, the Freedom of Information Act, the regulation of advertising and telecommunication regulation. Covered topics include, to some degree, the role of ethics and morality as they apply to current media practices such as industry mergers and censorship issues.

COM-325 Oral Interpretation of Literature **(3.00 cr.)**
(Fall, Course Offered Every Other Year)

An approach to the study of language and literature that uses physical and vocal performance with analytical writing as the primary means of discovery. Students will develop skills in the analysis and interpretation of selected literary works while developing vocal poise and expressiveness. The process of literary communication will be explored through units on prose, poetry, Shakespearian drama, and literary theory. Principal assignments will be performances along with formal and informal writing assignments. A performance course and a writing intensive course. Prerequisites: ENG-200.

COM-350 Business & Professional Communication **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The nature of communication theory and practice in business and professional settings. Development of individual, dyadic, group, and organizational communication proficiencies. Supervisory/subordinate and peer communication, active listening, group communication, and presentational speaking. Prerequisites: COM-225.

COM-360 Writing for the Media **(3.00 cr.)**
(Spring, Course Offered Every Year)

The theory and practice of writing for print and broadcast media on an introductory level. Areas of study involve writing for newspapers, magazines, radio news, television news, documentaries, film, and public relations. The course is taught in a seminar-workshop environment.

COM-370 Nonverbal Communication **(3.00 cr.)**
(Fall, Course Offered Every Year)

Theory and research in nonverbal communication, including environment, space, physical appearance, body movement, eyes and facial expressions, and social cues. Nonverbal communication in personal, workplace, and cultural settings.

COM-375 Gender Communication **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Effects of gender on the interpersonal communication process. Explanations of gender differences, communication about women and men via language and media, and interpersonal communication.

COM-380 Communication Ethics **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course introduces students to some of the ethical issues that are involved in interpersonal, public, and mass communication. He course begins with a study of the major ethical philosophers including Aristotle, Kant, Buber, and Habermas. Speciific issues and case studies emphasize First Amendment rights, censorship, libel, slander, defamation of character, media regulation, and what can and cannot be said in the public arena. Students engage in a review of ethical theories as they relate to communication and ethical problem solving.

COM-390 Intercultural Communication **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course offers students a survey of contemporary scholarship related to processes of intercultural communication. The course will consider the important role of contexts (social, cultural, historical) in intercultural interactions. We will examine the complex relationship between culture and communication from several conceptual perspectives, concentrating on three: social/psychological, interpretive, and critical. By applying these perspectives students will come to appreciate the complexities and tensions involved in intercultural interactions. This learning process should enhance self-reflection, flexibility and sensitivity in intercultural communication.

COM-400 Special Topics in Communication (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Seminars will investigate a specific topic from a communication perspective. Addresses the various communication contexts that are the basis of current pedagogy in the field. These contexts include rhetorical criticism, mass communication, interpersonal communication, and organizational communication. Examples of specific topics include conflict management, persuasion, and mediated communication. May be taken on multiple occasions when topics vary.

COM-410 Senior Thesis (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A guided individual project combining research in some area of communication studies with significant practical application of communication skills (e.g. a major public address, performance, workshop, video, lecture, etc.). This project will be approved in advance and implemented under the supervision of the instructor. A detailed outline and annotated bibliography is required by midterm.

COM 425 Media, Culture & Society (3.00 cr.)
(Spring, Course Offered Every Year)

A critical look at the role of contemporary mass media in our society. It examines the relationship of communication media and popular culture. Topics include media mergers, obscenity and indecency issues in television and radio, "reality" TV programming, current advertising and public relations issues, messaging and imaging in media, and changes in FCC regulations.

COM-450 Relational Communication (3.00 cr.)
(Spring, Course Offered Every Year)

An advanced course focusing on the theories of interpersonal relationships by exploring the developmental, maintenance, and deterioration stages. Explores both verbal and nonverbal messages, listening, and conflict resolution. Prerequisite: COM-260.

COM-495 Communication Theory (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An advanced course focusing on various contemporary theories of interpersonal communication. There will be an emphasis on the theoretical foundations of the study of interpersonal communication in a variety of contexts. Prerequisites: COM-225, COM-260.

COM-498 Honor's Thesis (3.00 cr.)

An honors thesis involves a scholarly scientific project selected by the communications major in consultation with her advisor and subject to departmental approval, which will involve conducting a pilot study focusing on her area of specialization. Research, observation, and writing and interpreting results will all be conducted by the student. In addition, the student is required to present her thesis orally in an appropriate setting to an audience.

COM-499 Communication Research Project (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a communication faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior majors and others by permission. Prerequisites: COM-410 or COM-495.

COM-930 Community Internship (3.0 cr.)
(Fall, Spring and Summer, Course Offered Every Year)

Communication skills may be applied in a wide variety of contexts. Ongoing internships are available for both concentrations in public relations, the Raleigh Chamber of Commerce, local businesses, Exploris, Dispute Settlement Centers, N.C. Women's Correctional Institute, N.C. State Government, Triangle Reading Service, Hopeline and local television and radio stations

Computer Information Systems

CIS-120 Spreadsheets (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Introduction to and development of skills in the creation and use of spreadsheets. The student will also learn how to set up and create graphs from spreadsheets and to create macros. Extensive use of microcomputer software such as Excel.

CIS-121 Spreadsheets II (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is a continuation of CIS-120. Students will learn how to use Excel as a practical business tool with in-depth use of formulas and functions and efficient worksheet and workbook design. Some topics in Excel databases and the creation of simple macros will also be covered. Prerequisite: CIS-120 or competency in spreadsheets.

CIS-140 Databases (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Creating a database structure, entering and updating data, generating reports based on querying the database. This course includes a project. Hands-on use of software such as MS Access.

CIS-156 Web Site Design & Management (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course requires extensive use of an HTML editor and a web design package to create web pages and web sites. Students will also learn site planning management. This will include learning to plan web sites and planning and assessing visitor involvement. Specific topics and techniques include: tables, frames, forms, cascading style sheets, use of animation and sound, and image creation and manipulation. Additional topics will include dynamic content, Javascript, XML, file management, file transfer protocol and web site evaluation.

CIS-160 SAS Programming (3.00 cr.)
(Fall, Even-Numbered Years Only)

A course in programming in the high-level programming language of SAS which is used extensively in business, government, and education. By the end of the course the student will be able to immediately apply her skills in real-life programming solutions. Applications in data gathering and manipulation, report generation, and elementary statistical procedures. No previous programming experience is required. Prerequisite: computer literacy. Prior experience in statistics is recommended.

CIS-240 Visual Basic (3.00 cr.)
(Spring, Even-Numbered Years Only)

An introduction to programming in Visual Basic. Emphasis will be placed on the event-driven, graphical nature of Visual Basic, as opposed to procedure-oriented programming. Topics include form layout, event-driven Windows programming concepts, variables and data types, objects and properties, control structures, file management, accessing databases, linking applications, Web page development from a Visual Basic application, and developing and using ActiveX controls. This course is intended for those with programming experience. May be taken without prerequisite course with instructor's consent. Prerequisites: CSC-101.

CIS-299 CIS Research **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course will allow freshman and sophomores to participate in original research in computer information systems. Maximum credit — 6 hours

CIS-312 Information Systems Management **(3.00 cr.)**
(Spring, Course Offered Every Year)

The main theme of the course is solving problems and creating opportunities with technology in an organizational setting. Topics include how information systems affect and are affected by organizational goals and strategies; basic overviews of the components of an information system; hardware, software, data storage and retrieval, and network communications; the Internet; the information systems development process; and systems development as planned organizational change. Also offered as CSC-312. Prerequisite: Completion of the General Education fundamental computer skills competency requirement.

CIS-315 Database Theory and Design **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course emphasizes the concepts and structures necessary to design and implement a database management system. Topics include hierarchical, network, and relational data models, data dependencies and schema, relational algebra and relational calculus, data normalization, query languages, security and integrity. The relational models will be explored in depth. Students will gain practical experience in planning, evaluating, and using database management system technology. Also offered as CSC-315. Prerequisites: CIS 140, CSC-301.

CIS-370 Ethics and Information Technology **(1.00 cr.)**
(Spring, Course Offered Every Year)

Discussion of the ethical and legal issues created by the introduction of information technology into every day life. Codes of ethics for computer users. Topics may include, but are not limited to, information ownership, individual privacy, computer crime, communications and freedom of expression, encryption and security. Prerequisites: 5 credits; from CIS, CSC.

CIS-407 Software Engineering **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

Introduction to the principles of design, coding, and testing of software projects; the software development cycle; and managing the implementation of large computer projects. Students undertake a large team project. Also offered as CSC-407. Prerequisites: CSC-301.

CIS-412 Systems Analysis and Design **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

An overview of the software development life cycle, focusing on the analysis and design phases: problem identification, requirements analysis and specification. Use of automated tools. Alternative approaches including object-oriented analysis and design will also be discussed. Prerequisites: CIS-312 or CSC-312.

CIS-498 Honors Thesis in Computer Information Systems **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

With a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the computer science faculty. Limited to seniors or second semester juniors, honors students and/or teaching fellows.

CIS-499 Senior Thesis **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Open to junior and senior majors. Maximum credit—6 hours.

Computer Science

CSC-101 Beginning Programming **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Students learn how a computer works and how to make it work as they design, code, debug and document programs to perform a variety of tasks. This course is intended for students who have not programmed a computer before, but may also serve as an introduction to Java (or other language) even if the student DOES know some programming. (This course fulfills the Quantitative-Field of Knowledge requirement of Gen Ed.)

CSC-203 Foundations of Computer Science **(3.00 cr.)**
(Spring, Course Offered Every Year)

A survey course, which emphasizes the algorithmic process and its implications for computer science. Topics include machine architecture [data storage and data manipulation], the human/machine interface [operating systems, algorithms, programming languages, and software engineering], data organization [data structures, file structures, database structures] and the potential of algorithmic machines [artificial intelligence, theory of computation]. Prerequisite: CSC-101.

CSC-212 Object Oriented Programming **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A continuation of the development of program design, including style, debugging, and testing larger programs. The main focus is object-oriented programming. Prerequisite: CSC-101.

CSC-262 Discrete Mathematics **(3.00 cr.)**
(Spring, Course Offered Every Year)

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as MAT-262. Prerequisites: MAT-141 and MAT-143 or MAT-144 or competency.

CSC-299 Introduction to Research in Computer Science **(1.00–4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original research in computer science. Students will submit findings in a formal written report and will give an oral presentation. Students will be expected to work approximately three hours per week on the research project for each semester hour of credit. May be repeated for a maximum of six credit hours.

CSC-301 Data Structures & Algorithms **(3.00 cr.)**
(Fall, Course Offered Every Year)

Topics include the sequential and linked allocation of lists, stacks, queues, trees, and graphs. Students gain maturity by writing complex algorithms and through studying run time analysis and program integrity. Prerequisites: CSC-212, CSC/MAT-262.

CSC-311 Computer Organization **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

The fundamentals of logic design, the organization and structuring of the major hardware components of computers. Prerequisite: CSC 203.

CSC-312 Information Systems Management **(3.00 cr.)**
(Spring, Course Offered Every Year)

The main theme of the course is solving problems and creating opportunities with technology in an organizational setting. Topics include how information systems affect and are affected by organizational goals and strategies; basic overviews of the components of an information system; hardware, software, data storage and retrieval, and network communications; the Internet; the information systems development process; and systems development as planned organizational change. Also offered as CIS-312. Prerequisite: Completion of the General Education fundamental computer skills competency requirement.

CSC-315 Database Theory and Design **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course emphasizes the concepts and structures necessary to design and implement a database management system. Topics include hierarchical, network, and relational data models, data dependencies and schema, relational algebra and relational calculus, data normalization, query languages, security and integrity. The relational models will be explored in depth. Students will gain practical experience in planning, evaluating, and using database management system technology. Also offered as CIS-315. Prerequisites: CIS 140 or competency, CSC-301.

CSC-360 Numerical Analysis **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as MAT-360. Prerequisites: MAT-212.

CSC-407 Software Engineering **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

Introduction to the principles of design, coding, and testing of software projects; the software development cycle; and managing the implementation of large computer projects. Students undertake a large team project. Also offered as CIS-407. Prerequisites: CSC-301.

CSC-420 Computer Science Seminar **(1.00 cr.)**
(Fall, Course Offered Every Year)

Current developments and themes in computer science. An introduction to industry as it exists in the Research Triangle area, to journals in the field of computer science, and to societies and associations dedicated to the advancement of computing. Includes field trips, speakers and discussions of selected topics. Course open to juniors and seniors only. Prerequisites: 6 credits; from CSC.

CSC-421 Topics in Computer Science **(3.00 cr.)**
(Spring, Course Offered Every Year)

Topics of current interest in computer science not covered in other courses. Prerequisites vary with topic studied.

CSC-430 Operating Systems **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

An introduction to computer operating systems. Topics to be discussed include the program management services, memory addressing and allocation, and time sharing. Specific examples of operating systems. Prerequisites: CSC-301, CSC-311.

CSC-498 Honors Thesis in Computer Science **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the computer science faculty. Enrollment limited to seniors or second semester juniors in the Honors and/or Teaching Fellows Programs.

CSC-499 Research in Computer Science **(1.00–4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. Open to juniors and seniors majoring in computer science or others with permission of the department. May be repeated for credit for a maximum of six hours.

Cooperative Education

COE-302 Cooperative Education **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Supervised professional employment related to student career goals alternating with or paralleling academic study. Students must have sophomore standing and a minimum GPA of 2.00 in order to enroll. The number of hours credit is determined by the number of hours worked. Requires the signature of the Director of Cooperative Education to enroll. A maximum of 8 hours may be earned in COE302 and COE-403 combined. Pass/Fail grading only. Instructor's consent required.

COE-403 Cooperative Education **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Supervised professional employment related to student career goals. The number of credit hours is determined by the number of hours worked. The signature of the Director of Cooperative Education is required before enrolling in this course. A maximum of 8 hours may be earned in COE-302 and COE-403 combined. Pass/Fail grading only. Instructor's consent required. Prerequisite: COE-302.

Core, General Education

CORE 100 The Context of Culture **4 cr. hrs.**
(Fall, Spring, & Summer, Course offered every year)

Students will explore their own cultural identities in relation to the historical development and contemporary interaction of various indigenous and immigrant groups who have come to comprise the diverse people of the United States. These studies will address the overriding question:

"How do individuals and groups relate to the broader context of society?" All readings, activities, and research will invite students to explore various aspects of our society and to discover ways groups and individuals have found and continue to seek a meaningful role in the contemporary life of the United States. The class will be highly interactive and collaborative as members examine differing beliefs, images, and values among cultural groups and ideologies and seek understanding of complex matters of race, ethnicity, gender, class, sexual orientation, ability, and religion.

CORE 201, The World in Context:
20th Century History and Literature **(6.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course linkage combines HIS 103, The World in the 20th Century and ENG 203, World Literature in the 20th Century. This linkage creates a learning community that will involve the study of significant 20th century events, issues and developments from a predominantly non-western perspective. Literature selections come from a selected sample of non-western cultures and weave together with predominant historical themes such as colonialism; war and revolution; class, caste, and race. Format will be lecture-discussion; film and other media will be employed. Application toward general education requirements as CORE 200 and Literature elective (ENG 203) and history requirement or elective in Cultural Perspectives (HIS 103).

CORE 203 Latin America: History, Religion, & Culture (6.00cr.)
(Spring, Course Offered Every Year)

This course linkage combines HIS 200 History of Latin America and REL 200 Latin American Liberation Theology. Through the use of various themes--such as, conquest, independence, relations between the church and state, revolution, liberation and dependency—this linkage will explore the varied social, cultural, religious, economic and political realities of Latin America. Films will be used throughout this linkage to connect the two distinct courses. Counts toward general education requirements as CORE 200 and Cultural Perspectives elective.

CORE 204 World Food (6.00 cr.)
(Spring, Course Offered Every Year)

This course linkage combines FN 227, Introductory Nutrition and GEO 205 World Regional Geography. Students will discover how geography and culture intertwine to influence diet and cuisine in selected regions of the world. They will explore how people around the world meet their nutritional needs through their unique culinary traditions, and how recent developments related to population, urbanization, economic activity and globalization function as a force changing the structure of human activity and diet. Students will experience first hand some of the different foods of the world. Application toward general education requirements as CORE 200 and Social and Behavioral Science elective (GEO 205).

CORE 205 Places and Pathologies: Medieval Pilgrimage Routes (6.00 cr.)
(Fall, Course Offered Every Year)

This course linkage combines MRE 201 Pilgrims Poets and Prophets with BIO 203 Death, Disease, and Sex in Medieval Europe. Using the medieval pilgrimage routes as a conceptual template for the study of history, students examine the communication of ideas through narrative poetry and prose, visual art, and the pronouncements of prophets and mystics. Similarly, students consider the role of roads and trade routes in the communication of disease, with special attention to outbreaks of the Black Death c. 1350 and of syphilis in the late middle ages. The courses are linked primarily by the cross referencing of lectures, readings, and student research projects, but films, field-trips, and Five O'clock Scholars activities further connect the two. Fulfills CORE 200 requirement; BIO203 fulfills a Science in Society elective, and MRE 201 fulfills either a literature elective OR a cultural perspectives elective. Prerequisites: For MRE 201, none; for BIO 203, one Natural Science laboratory course.

CORE 206 Shelter and Home (6.00 cr.)
(Spring and Summer, Course Offered Every Year)

This course linkage combines ID 245 Housing Issues and SOC 271 Home and Housing in Mexico. Students will discover how housing issues and culture intertwine in a selected region of the world. They will explore how people around the world meet their housing needs through their unique cultural traditions, and how economic, family and spiritual needs impact on the way their homes are structured and designed. Application toward general education requirements as CORE 200 and Social and Behavioral Science Elective (SOC 271). Courses are co-requisites. No prerequisites.

CORE 207 Education and Culture (4.00 cr.)
(Fall, Spring and Summer, Course Offered Every Year)

This course linkage combines EDU 232 Foundations of American Education and SOC 273 Education and Family in Mexico. Students will discover how education and culture intertwine in a selected region of the world. They will explore how people in the United States and Mexico experience education both as a system and the relationship between home and school. Application toward general education requirements as CORE 200 and Social and Behavioral Science Elective (SOC 273). Courses are co-requisites. No prerequisites. Sophomore status strongly recommended.

CORE 208 Oppressed Groups and Culture (4.00 cr.)
(Fall, Spring and Summer, Course Offered Every Year)

This course linkage combines SWK 240 Populations at Risk and Social Justice and SOC 272 Culture and Family in Mexico. These courses give students the opportunity to understand the experience of oppressed groups in both the US and Mexico and to explore the possible avenues for social change in both nations. Application toward general education requirements as CORE 200 and Social and Behavioral Science Elective (SOC 272). Courses are co-requisites. No prerequisites.

CORE 210 Cultural Dances in Theory and Motion (4.00 cr.)
(Fall and Spring, Course Offered Every Year)

Cultural Dances in Theory and Motion combines DAN 200 Dance in Society with DAN 156 World Dance. Students will complete the CORE 200 requirement, a Cultural Perspectives or Arts and Aesthetics elective, and a Health and Physical Learning elective.

CORE 401 Global Questions: Technology and Social Change (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Though technology in various forms pervades and sometimes greatly enhances our lives, individuals in modern societies often have little say in choosing the technologies they will adopt. Using a case study approach, this course examines the social impact of technological innovation from antiquity to the present and in diverse world cultures of our time. Readings and discussions lead toward team projects where students identify a problem or opportunity using technology and social change, research the issue, prepare a proposal for a foundation grant, and present the proposal to the class. Students are particularly encouraged to make personal contact with human resources. Students are also invited to publish proposals and presentations at the undergraduate research conference or on a public CORE 401 Web site, or both. Prerequisite: 75 credit hours completed upon course enrollment.

CORE 402 Narratives of Cultural Identity (3.00 cr.)
(Spring, Course Offered Every Year)

Stories help us to understand ourselves, our communities, and our cultures. But who writes these stories, and what power do they hold over our lives? In this course we will examine what happens to a culture when stories come into conflict during times of political dominance of one government or culture over another. Our readings will address different countries or cultural regions in different semesters. Overall the course is designed to investigate three regions or cultures including Latin America, India, the Middle East and various portions of Africa.

CORE 403 Global Questions: Intercultural Communication (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course examines global questions about intercultural communication from perspectives grounded in four premises: that culture happens through communication; that by understanding culture and how it shapes communication, we come to understand communication better; that intercultural communication can happen visibly as well as invisibly; and that knowing about communication and about culture can (sometimes) make intercultural communication go more smoothly. This course fulfills the CORE 400 requirement. Students will engage in action research or cooperative problem-solving to address one of the global issues they have studied. The project they develop from their study must have impact beyond the Meredith community. Prerequisite: 75 credit hours completed upon course enrollment. Also offered as COM 390.

CORE 404 Global Questions: Needs of Families **(3.00 cr.)**

(Fall, Spring and Summer, Course Offered Every Year)

This course will analyze the needs of families from a global perspective. Using an interdisciplinary approach, the family will be examined in various cultures. Major trends that affect families worldwide will be applied to other cultures and to families in the United States. Students will use action research and/or cooperative problem solving to address one of the development goals of families. Prerequisite: 75 credit hours completed upon course enrollment.

CORE 405 Crossing Borders: Women Making Change in a Global Society **(3.00 cr.)**

(Spring, Course Offered Every Year)

Globalization has spurred the way in which changes on one continent or country impact the lives of women everywhere. This course will introduce students to the problems, experiences and activism of women in diverse situations and contexts, and examine the effects and influence of globalization on the lives of women. The emphasis will be on issues of identity (as mothers, consumers, citizens, workers) and organizing for change (economic, political, cultural, and legal). As we explore activism and the obstacles to change within a global context we will reflect on how the local is increasingly shaped by complex and distant cultures.

CORE 406 Social Policy from a Human Rights Perspective **(3.00 cr.)**

(Spring and Alternate Summers, Course Offered Every Year)

What is our responsibility for those who cannot or will not look after themselves? Different societies reflecting their respective ideologies address these issues from a variety of perspectives. This course will examine the ideologies and perspectives that have shaped social welfare policy in the United States and in other societies around the world. Then, using the Universal Declaration of Human Rights (1948) and other international covenants as a lens, the course will examine the resulting social welfare policies and the intentional and unintentional impacts these policies have on vulnerable and oppressed popuations. This course requires 15 hours of service learning activity. Prerequisite: 75 credit hours completed upon course enrollment. Also offered as SWK 302.

Dance

DAN-150 Perspectives in Dance **(1.00 cr.)**

(Fall, Course Offered Every Year)

This course is designed to introduce students to a variety of dance styles, including ballet, modern, jazz, improvisation, and various professions in the performing arts, teaching, and somatic studies. Class material will include lectures, discussions, and movement experiences. Recommended for freshman year.

DAN-151 Ballet I **(1.00–2.00 cr.)**

(Varies, Contact Dept. Head)

A basic study of ballet including its vocabulary, technique, history and performance. Appropriate for beginning-level students.

DAN-152 Folk and Square Dance **(1.00 cr.)**

(Fall, Even-Numbered Years Only)

An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels. Also offered as PED-152.

DAN-153 Modern I **(1.00–2.00 cr.)**

(Varies, Contact Dept. Head)

A basic study of modern dance including warm-up, alignment, technique, history and performance. Appropriate for beginning-level students.

DAN-154 Jazz I **(1.00–2.00 cr.)**

(Varies, Contact Dept. Head)

A basic study of jazz dance including warm-up, isolations, technique and history. Appropriate for beginning-level students.

DAN-155 African Dance **(1.00–2.00 cr.)**

(Varies, Contact Dept. Head)

A basic study of the movement vocabulary and technique of many of the cultural, social, and ritual dances of Africa. The class will be accompanied with traditional African percussion music. Appropriate for beginning-level students.

DAN-156 World Dance Technique **(1.00–2.00 cr.)**

(Varies, Contact Dept. Head)

A basic study of the movement and culture of dance techniques found throughout the world. Techniques studied will include, but not be limited to, Latin, Indian, and Asian dance forms. Each semester course offered will focus on one technique and will be selected by the Dance Program.

DAN-157 Country Line Dance **(1.00 cr.)**

(Varies, Contact Dept. Head)

Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. Also offered as PED-157.

DAN-158 Funk **(1.00–2.00 cr.)**

(Varies, Contact Dept. Head)

This dance course will incorporate popular movement derived from jazz, street, funk, and social dance. Appropriate for beginner through advanced dancers.

DAN-159 Movement Improvisation **(2.00 cr.)**

(Spring, Course Offered Every Year)

An experiential study of the expressiveness of one's own movement vocabulary based on the skill of moving spontaneously.

DAN-200 Dance in Society **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Through a broad survey of different genres of dance, students will gain an appreciation of the way this art form reflects social and historical experiences. The course will include lectures, readings, and opportunities to see dance through video, observations and live performances.

DAN-244 Fundamental Concepts of Dance **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Vocabulary, critical theories, and concepts of dance will be introduced to students through observations, demonstrations, practice, and reflection. The value of movement as a way of learning will be emphasized, as will oral and written communication skills. Students will participate in five observations in a public school setting. Required of all K–6 licensure students.

DAN-250 Movement Fundamentals **(2.00 cr.)**
(Fall, Odd-Numbered Years Only)

An introduction, through readings, writing and movement exploration, to the fundamental, aesthetic and functional elements of human movement. Using prescribed systems of analysis and observation which focus on the use of body, space, effort and time in motion, students will work toward the thorough embodiment and accurate observation of these elements in everyday sports and dance activities. Corequisite courses: DAN-255.

DAN-251 Ballet II **(1.00–2.00 cr.)**
(Varies, Contact Dept. Head)

A low-intermediate level study of ballet technique. Appropriate for post-beginning students. Dance majors and minors may repeat for credit.

DAN-252 Participation in Choreographic Project **(2.00 cr.)**
(Every Third Semester)

This is an opportunity for dance students to gain rehearsal and performance experience by working with choreography students who are enrolled in DAN-356, Dance Composition II. Students will learn, rehearse, and perform in assigned compositional studies. Rehearsal time outside of class will be required. May be taken without prerequisite course with instructor's consent. Prerequisite: DAN-159.

DAN-253 Modern II **(1.00–2.00 cr.)**
(Varies, Contact Dept. Head)

A low-intermediate level study of modern dance technique. Appropriate for post-beginning students. Dance majors and minors may repeat for credit.

DAN-254 Jazz II **(1.00–2.00 cr.)**
(Varies, Contact Dept. Head)

A low-intermediate level study of jazz dance technique. Appropriate for post-beginning students. Dance majors and minors may repeat for credit.

DAN-255 Movement Fundamentals Lab **(1.00 cr.)**
(Fall, Odd-Numbered Years Only)

This course is designed as a corequisite to DAN-250, Movement Fundamentals, and will focus on application of that course material to important aspects of dance movement, performance, choreography and dance education. Students will further develop skills of movement observation and analysis by directly applying information to issues of technical training, movement improvisation, movement invention, as well as problem solving and repatterning. Corequisite courses: DAN 250.

DAN-256 Dance Composition I **(3.00 cr.)**
(Every Third Semester)

An introductory course to the basic elements of solo modern dance choreography, including the use of space, time, energy, abstraction, motif and development, basic form, and the selection of music. May be taken without prerequisite course with instructor's consent. Course offered Spring 2004, Fall 2005. Prerequisites: DAN-159.

DAN-257 Music for Dance **(2.00 cr.)**
(Fall, Even-Numbered Years Only)

A study of the basic principles underlying the relationship between music and dance. Topics covered will include musical notation, musical terminology, basic accompaniment, teacher/accompanist relationships, and relationships between choreography and music. Students enrolling in the course should have rudimentary experience with dance/movement.

DAN-258 Mind/Body Integration **(2.00 cr.)**
(Every Third Semester)

A unique approach to movement and postural re-education through increasing body awareness, breathing techniques, and stress reduction techniques. Students will learn to identify and correct inefficient movement patterns and establish better mechanical balance of their skeletal structure. No prior movement experience needed.

DAN-259 Improvisation II **(2.00 cr.)**
(Fall, Odd-Numbered Years Only)

A course designed to involve further exploration of spontaneous movement. In the process of honing improvisation skills, students will refine their understanding of improvisation as a medium for both performance and for self-understanding. May be taken without prerequisite course with instructor's consent. Prerequisites: DAN-159.

DAN-350 Movement Fundamentals II **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A continuation of the study of fundamental aesthetic and functional elements of human movement with increasing emphasis on the physical principles of movement. Through experiential studio sessions and readings, students will learn skeletal structure, joint and muscle function, and body mechanics as they relate to the performance lab and instruction of dance. Prerequisites: DAN-250, DAN-255.

DAN-351 Ballet III **(1.00–2.00 cr.)**
(Varies, Contact Dept. Head)

An advanced-intermediate level study of ballet technique with focus on the fine tuning of physical and performing skills. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-352 Dance Repertory **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course is designed to provide opportunities for student dancers to work with faculty choreographers in the creation of a performance piece for a dance concert. Emphasis is placed on developing performance skills and engaging in the choreographic process from inception to completion. Instructor's consent required.

DAN-353 Modern III **(1.00–2.00 cr.)**
(Varies, Contact Dept. Head)

An advanced-intermediate level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and range. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-354 Jazz III **(1.00–2.00 cr.)**
(Varies, Contact Dept. Head)

An advanced-intermediate study of jazz dance technique with emphasis on rhythmic phrasing, range and performance skills. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-355 Creative Arts Touring Company **(2.00 cr.)**
(Every Third Semester)

This course is designed to provide the student with opportunities to create, produce, and perform arts education in school settings. The focus is on an integrative experience which might include dance, art, music, and theatre, as well as other curricular subjects. Emphasis is given to an interdisciplinary group process where students learn about basic production and performance skills, and how those skills are used to communicate a chosen educational theme. The course culminates in a performance and is open to all students.

DAN-356 Dance Composition II **(3.00 cr.)**
(Every Third Semester)

The study of modern dance choreography for groups. Using improvisation, assigned movement problems, and viewings of 20th-century modern dance choreography, students will learn the process of crafting the basic elements of choreography into group form. Course offered Spring 2003, Fall 2004. Prerequisites: DAN-256.

DAN-357 Creative Arts Touring Assistantship **(1.00 cr.)**
(Varies, Contact Dept. Head)

This course is designed for students who completed DAN-355 and are interested in directing the creation, performance and production of the Creative Arts Touring Company. Students will become familiar with the necessary skills and equipment necessary to successfully complete an Arts Education performance. Prerequisites: DAN-355 or DAN-456.

DAN-359 Dance History **(3.00 cr.)**
(Every Third Semester)

A survey of the historical development of dance as an art form during the 17th through 20th centuries, with particular emphasis on contemporary dance. Content includes in-depth looks at the artists, their philosophies, and the social context within which they worked. Not recommended for freshmen.

DAN-451 Ballet IV **(1.00–2.00 cr.)**
(Varies, Contact Dept. Head)

An advanced level study of ballet technique with focus on the refinement of physical and performing skill. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-453 Modern IV **(1.00–2.00 cr.)**
(Varies, Contact Dept. Head)

An advanced level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and ranges. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-454 Jazz IV **(1.00–2.00 cr.)**
(Varies, Contact Dept. Head)

An advanced level of study of jazz dance technique with emphasis on rhythmic phrasing, range and performance. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-455 Performing Arts Administration **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

A survey of arts management and administration techniques, including establishing and running a non-profit organization, grant writing, fund raising, publicity and promotion, budgeting and time management.

DAN-456 Meredith Dance Theatre **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A performing company which encourages exploration of the creative process through student choreography, as well as the performance of works by faculty and guest choreographers. Auditions are held the first week of classes. Instructor's consent required.

DAN-457 Pedagogy in Dance Technique **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in teaching. Students will work one-on-one with a dance faculty member on topics that may include, but are not limited to, structure of a class, student/teacher interaction, anatomy of concepts and movements, verbal and visual imagery, conveying technical and qualitative ideas, and group versus individual feedback. Prerequisites: DAN-159, DAN250, DAN-255.

DAN-460 Dance Practicum **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in such areas as somatics, arts administration, video for dance, and others. All course specifications must be approved by the instructor prior to registration.

DAN-462 Dance Practicum—Choreography **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in choreography through casting, creating, rehearsing, and producing a dance to be performed in a formal concert. All course specifications must be approved by the instructor prior to registration.

DAN-463 Dance Practicum—Technical Theatre **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in technical theatre for dance by working on a production team as a stage manager, light board operator, sound board operator, or backstage crew for one or more dance concerts. All course specifications must be approved by the instructor prior to registration.

DAN-464 Dance Practicum—Private Studio Teaching **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This practicum is designed as a field teaching experience in private studio teaching. Emphasis is placed on students gaining experience in observing, assisting, teaching, and evaluating teaching skills. Students will also research marketing, communication, advertising, and performance production within their practicum experience. All course specifications must be approved by the instructor prior to registration.

DAN-498 Honors Thesis in Dance **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to theories, methods and ethics of aesthetic inquiry. Students will formulate an original research project that will culminate in a research paper and/or performance work. This course is open to seniors who are members of the Honors and/or Teaching Fellows Programs. The project must meet Honors Program thesis requirements as well as the expectations of the dance faculty.

DAN-499 Dance Research **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

An introduction to theories, methods and ethics of aesthetic inquiry. Students will formulate an original research project that will culminate in a research paper and/or performance work. This course is open to senior majors and minors and others with instructor approval.

DAN-761 Theory & Methods of Teaching Dance, K–6 **(3.00 cr.)**
(Every Third Semester)

A theoretical study of the development of dance based in creative arts education. Students come to understand the relationship between theory and practice of dance education through observation, reflection, and discussion. Attention is given to the objectives and methods of creative movement as it relates to and enhances the total curriculum. Prerequisites: DAN-159, DAN-250, DAN-255.

DAN-762 Theory & Methods of Teaching Dance, 7–12 **(3.00 cr.)**
(Every Third Semester)

Emphasis is placed on the synthesis of theory and practice of dance as an aesthetic process integrating critical and creative thinking skills. Content includes writing lesson plans, exploring and experiencing teaching approaches, and examining methods of evaluation. Prerequisites: DAN-252, DAN-253, DAN-761.

DAN-763 Reflective Teaching **(1.00–3.00 cr.)**
(Every Third Semester)

A course designed to provide the student with directed field experience in teaching dance. Course content includes developing lesson plans, guided teaching experiences, and evaluation. Emphasis is placed on critical reflection about teaching and learning. Prerequisites: DAN761, DAN-762.

Economics

ECO-100 Macroeconomic Principles **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies.

ECO-101 Microeconomic Principles **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes.

ECO-274 Consumer Economics **(3.00 cr.)**
(Spring, Course Offered Every Year)

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, retirement and estate planning. No credit given in major for accounting, business, or economics. Also offered as FCS-274.

ECO-300 Intermediate Macroeconomics **(3.00 cr.)**
(Fall, Course Offered Every Year)

A continuation of study begun in ECO-100, this course proceeds to intermediate level analysis of national income and employment determination, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies to achieve macroeconomic goals of full employment, price stability, economic growth, and balance of payment equilibrium, and international issues. Prerequisite: ECO-100.

ECO-301 Intermediate Microeconomics **(3.00 cr.)**
(Spring, Course Offered Every Year)

A continuation of study begun in ECO-101, this course proceeds to intermediate-level analysis of markets for goods and services, consumer behavior, price and product choices by business, markets for labor and other resources, and the various ways that the structure of markets affects the welfare of society. Prerequisite: ECO-101.

ECO-324 History of Economic Thought **(3.00 cr.)**
(Varies, Contact Dept. Head)

A critical analysis of the development of economic ideas and philosophies, their origins and institutional framework, with primary emphasis on the interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisites: ECO-100, ECO-101.

ECO-334 International Economics **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of multinational corporations and common markets. Prerequisites: ECO-101 is a recommended, but not required, prerequisite and ECO-100.

ECO-335 Gender and the Economy **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

An examination of the economic consequences of the shift of women into the labor force and the changing roles of men and women. Prerequisites: ECO-101 or WST 200 or Junior/Senior status.

ECO-355 Money and Banking **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisites: ECO-100, ECO-101.

ECO-356 Public Policy Economics **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

The microeconomic theory underlying the failure of free markets to maximize society's well-being, and the appropriate means by which governments may improve both efficiency and fairness via provision of public goods and services. Special emphasis is given to topics in environmental and natural resource economics. General topics include current government programs, public goods, externalities, health care, income redistribution, cost-benefit analysis, taxes, and fiscal federalism. Prerequisites: ECO-100 is a recommended, but not required, prerequisite and ECO-101.

ECO-364 Labor Economics **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

An analysis of the American labor market with emphasis on an individual's decision to work; the firm's decision on hiring; wage determination; human capital models; labor market discrimination; role of unions; and unemployment. Prerequisite: ECO-101.

ECO-435 Comparative Economic Systems **(3.00 cr.)**
(Varies, Contact Dept. Head)

An analysis of the economic systems of capitalism, socialism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the former U.S.S.R., Great Britain, Japan, China, India, and the European Union countries. Prerequisites: ECO-100, ECO-101.

ECO-498 Honors Thesis in Economics **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination, and analysis of knowledge in economics. The project must meet Honors Program thesis requirements as well as expectations of economics faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

ECO-499 Research in Economics **(1.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination and analysis of knowledge in economics. Open to juniors and seniors with a declared major, minor, or concentration in economics. May be repeated for credit for a maximum of six credit hours.

Education

EDU-232 Foundations of American Education **(3.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

A study of public education from a cultural/historical foundations approach including an understanding of American educational goals. Focus is on current issues in education from multiple perspectives. A small group, semester-long project that involves the development of a plan to improve a public school system is a major focus for this course. In addition, there are other specific observations and group assignments that require a considerable time commitment outside of class. Many of these observations, such as attendance at a local board of education meeting, occur in the evening.

EDU-234 Educational Psychology **(3.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Psychological principles that serve as the basis of effective educational practices are examined. Topics related to human development, individual differences, motivation, and learning theory are researched and applied to elementary, middle, and secondary classroom settings. Weekly observations in local public schools are required outside of regularly scheduled class time.

EDU-241 Introduction to Instructional Media **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Successful teachers are informed and knowledgeable about the use of instructional media in their classroom. This course will introduce students to the challenges of classroom teacher as they determine where and how technology fits into the classroom. Students will learn about a wide variety of media materials. NETS-T and NCDPI standards will be introduced.

EDU-255 Literature for Children and Early Adolescents **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of literature designed for children and early adolescents. Consideration is given to the selection and evaluation of literature for children and the early adolescent. The particular needs of the early childhood, the intermediate teacher, and the middle school teacher will be considered. Field experience in the public schools required.

EDU-299 Introduction to Research in Education **(2.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original research in education. Students will be expected to work approximately three hours per week on the research project for each semester hour of credit. Their work will culminate in a formal written report and/or an oral presentation. A "Research Course Information Form" completed by the student and the faculty mentor is required for registration. Research.

EDU-300 Introduction to Language Arts **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course is the second in a series of courses designed to assist students in becoming knowledgeable about materials, theories, philosophies, and instructional approaches in the teaching of language arts. Up to ten hours of field experiences are required during school hours. Please note that as language arts are typically taught during the morning, a student will have to allow time in her schedule for observations and mini teaching experiences. Prerequisites: EDU-255.

EDU-345 Language Minorities in Public Schools **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course is an introduction to the field of teaching English as a second language and a comprehensive look at research, policies, and effective practices for students who are from culturally and linguistically diverse backgrounds. The course weaves the theories with the practice of second language education, second language acquisition, cultural diversity, content integration and assessment, literacy development, programs and policies, ESL special education, and home/school connections. Weekly observations in local public schools are required outside of regularly scheduled class time.

EDU-350 Teaching in the Middle School **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of how middle schools, working with other institutions, can best meet the needs of the young adolescents who are experiencing significant developmental changes. Since the onset of these changes and the rate at which they occur vary considerably, there is tremendous pressure on the individual to cope with her changing person. The purpose of this course is to examine effective strategies that can be used to help the student make this difficult transition from elementary to secondary education. Field experiences required.

EDU-358 Social Studies in the Elementary School **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the content, resources, and strategies for the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered.

EDU-359 Science in the Elementary School **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the content, resources, and strategies for the teaching of science in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Admission to the Teacher Education program or permission of the instructor is required.

EDU-400 Communication Skills in the Elementary School **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the interrelated processes of listening, speaking, reading, writing, and viewing, with particular emphasis upon reading instruction. A holistic approach to instruction and assessment is adopted. Public school field experience required. Admission to the Teacher Education program is a prerequisite. Prerequisites: EDU-300. Corequisite courses: EDU-401, EDU-402.

EDU-401 Teaching Math in the Elementary School **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Students investigate, evaluate and select content, methods and materials used in teaching and assessing mathematics in the elementary school. A concurrent practicum offers opportunities to apply concepts and skills learned in this course. This course is not required as a corequisite for Licensure students in Teaching English as a Second Language. Prerequisite: admission to the K–6 licensure program and EDU-234. Corequisite courses: EDU 400, EDU-402.

EDU-402 Preservice Practicum **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course is designed to address many practical issues related to teaching. Experiences that illustrate the application of educational theories will be provided. School observations will be required. This course and its corequisites should be taken in the semester immediately preceding block. Prerequisites: EDU-300. Corequisite courses: EDU-400, EDU-401.

EDU-440 Seminar in Education **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the current issues having a direct influence upon educational practice and research. School observations required. Admission to the Teacher Education program is a prerequisite. Block class. Pass/Fail grading only. Corequisite courses: EDU-443, EDU-444, EDU-445 and EDU 490, or EDU-450, EDU-466 and EDU 490, or EDU 450, EDU 466, EDU-467 and EDU-490.

EDU-443 Teaching in the Elementary School **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the nature and structure of the elementary school, including curriculum, organization, teachers' roles and responsibilities, and professionalism. Emphasis is given to the integrated curriculum and developmentally appropriate instructional strategies. Admission to the Teacher Education Program is a prerequisite. Block class. Corequisite courses: EDU-440, EDU-444, EDU-445, and EDU-490.

EDU-444 Arts in the Elementary School **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The purpose of this course is to provide an opportunity for prospective teachers to integrate the fine arts through use of the school as a laboratory setting. College and classroom teachers will model appropriate methodology through demonstration and practice. The student will write, implement, and assess lesson plans that will integrate the arts into the K-6 curriculum. Additional hours of school observations are required. Admission to the Teacher Education program is a prerequisite. Block class. Prerequisites: ART-244 DAN-244 MUS-244 THE-244. Corequisite courses: EDU-440, EDU-443, EDU-445, and EDU-490.

EDU-445 Teaching ESL in the Elementary School **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An overview of the field of teaching ESL, this course focuses specifically on the knowledge, strategies, and resources that teachers need to work with culturally and linguistically diverse K-6 students. Some field experiences are required. Admission to the teacher education program is a prerequisite. Block class. Corequisite courses: EDU-440, EDU443, EDU-444, and EDU-490.

EDU-450 Reading in the Content Areas **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A series of experiences designed for the classroom teacher or for the assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. Block class. Corequisite courses: EDU-440, EDU-466, EDU-490.

EDU-466 Pre-Adolescent & Adolescent Behavior **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An examination of the characteristics, needs, and challenges of preadolescents and adolescents. Connections between personal psychological issues and social/cultural issues will be explored with emphasis on implications for schooling. Block class. Corequisite courses: EDU-440, EDU-450, EDU-490.

EDU-467 The Secondary School **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the secondary school in America. Emphasis is given to issues and forces affecting curricula, legal implications for schooling, classroom management, communication skills and assessment. Block class. Corequisite courses: EDU-440, EDU-450, EDU-466, EDU-490.

EDU-490 Observation and Directed Teaching **(6.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Designed to provide the student internship experience at the appropriate grade level in a school setting: Elementary education: B-K [birth to kindergarten]: public schools' pre-kindergarten and kindergarten classrooms; K-6; Middle grades education: Students at the 6-9 grade levels; Secondary education: Students at the 9-12 grade levels; Special subject area education: Students at the K-12 grade levels; Occupational education: Students at 7-12 grade levels, family and consumer sciences; 9-12 levels, business. Weekly seminars are arranged. Admission to the Teacher Education program is a prerequisite. Internship fee assessed. Block class. Pass/Fail grading only.

EDU-498 Honors Thesis in Education **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjuction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. The project must meet honors program thesis requirements as well as expectations of the education faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

EDU 499 Research in Education **(2.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Open to junior and senior students interested in doing research in education. In conjunction with a faculty member, the student will formulate and execute an original research project that will culminate in a formal written report and an oral presentation. The student will be expected to work approximately three hours per week for each semester hour of credit. A "Research Course Information Form" completed by the student and the faculty mentor is required for registration. Research. Pre-requisite: EDU 232 or EDU 234 (may be waived at the discretion of the faculty mentor for students not seeking licensure)

EDU-745 Introduction to Methods of ESL **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of the methods for teaching English as a second language in K–12 classrooms. Content includes a focus on teaching the various language skills, on lesson planning and teaching resources, adapting content lessons, and assessment strategies. Admission to the Teacher Education Program is required prior to enrollment. Prerequisites: EDU-345.

English

ENG-090 Review of Writing Fundamentals **(3.00 cr.)**
(Fall, Course Offered Every Year)

A review of the concepts of traditional grammar and punctuation, with ample opportunities to practice proofreading skills, and a refresher course in constructing paragraphs and writing short essays as preparation for freshman composition. Counts as 3 hours credit toward the semester course load and full-time student status but does not count as college credit.

ENG-111 Principles of Writing **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Instruction and practice in writing well-organized compositions with a review of grammar, punctuation, and sentence structure. Students must pass ENG 111 with a C or better in order for it to fulfill the prerequisite requirement for other courses in the department.

ENG-112 Expository Writing **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisite: ENG-111.

ENG-150 Apprenticeship - "Herald" **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An internship in which students acquire skills in journalism and build a portfolio by working on the campus newspaper. Prerequisite: ENG-111.

ENG-155 Tutor Training **(1.00 cr.)**
(Spring, Course Offered Every Year)

This course is designed to prepare prospective tutors for their work in the Learning Center. Enrollment by invitation only. Prospective tutors must be recommended by two members of the English Department. Instructor's consent required.

ENG-175 Grammar **(1.00 cr.)**
(Spring, Course Offered Every Year)

Traditional grammar, including a study of elements of sentence structure and applications to proofreading. Required for 6-9 communication skills and 9-12 English licensure students. Prerequisite: ENG-111.

ENG-200 Texts and Contexts **(3.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

An intertextual course in reading and writing that puts foundational works of the English tradition in conversation with other texts from British, American, and world literature. The course emphasizes reading, writing, and research skills, and it is a prerequisite for most other literature courses in the department. Credit will not be given for both ENG-200 and ENG-201. Prerequisite: ENG-111.

ENG-202 Development of English Literature **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

From Old English poetry (in translation) to satirical essays, from popular lyrics to essays on women's rights, from Renaissance love poetry to twentieth-century political verse, this course introduces students to the classics of English literature and helps place those works in their social and historical contexts. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG 203 World Literature in the Twentieth Century **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of twentieth century fiction, autobiography, and drama from Africa, Asia, Europe, and South America, emphasizing historical backgrounds of the works. Readings will focus on traditional cultures and conflicts with modernism including major historical issues of colonialism, imperialism, war, revolution, feminism, and technology. When linked with HIS 103 this course fulfills the CORE 200 requirement. This course meets the general education literature requirement. Prerequisite: ENG-111.

ENG-206 Survey of American Literature **(3.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

A study of selected major American writers from the colonial period to the present including many genres: poetry, fiction, drama, essay, history, and biography. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-220 Creative Nonfiction **(3.00 cr.)**
(Fall or Spring, Every Other Year)

This course combines critical reading, informal reflection, and formal writing on a topic of current intellectual or community interest. Prerequisites: ENG-111

ENG-235 Writing of Poetry **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

A course in the writing of poetry. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and criticize. Prerequisite: ENG-111.

ENG-236 Writing of Fiction **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

Narration from the writer's perspective. Includes analysis of contemporary fiction and the writing of fiction. Prerequisite: ENG-111.

ENG-240 Introduction to Film **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of film and how to analyze it, including aesthetic, genre, and auteur approaches. The films will include work from the silent period to the present by both American and European directors. This course does not meet the general education literature requirement. Prerequisite: ENG-111.

ENG-242 Romantic Comedy **(3.00 cr.)**
(Varies, Contact Dept. Head)

A study of drama, fiction, and film, mostly British and American, that have helped to create and sustain this popular twentieth-century tradition. The works will include at least three Shakespeare comedies, one or two Restoration or eighteenth-century comedies, a novel by Jane Austen, plays by Shaw and Wilde, and a contemporary comic novel; and a film a week, chosen to balance movies from the first and the second halves of the sound era. This course meets the general education literature requirement. Prerequisite: ENG-111.

ENG-245 Introduction to Journalism **(3.00 cr.)**
(Fall, Course Offered Every Year)

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers. Prerequisite: ENG-111.

ENG-247 Introduction to Professional Editing **(3.00 cr.)**
(Spring, Course Offered Every Year)

Editorial skills for working with a wide range of publications. Stylistic editing, substantive editing, and production editing. Prerequisite: ENG-111.

ENG-250 Document Design **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course offers an introduction to theory and practice of text/image relationships in specific communication contexts. Students will study the ways in which texts and images work together to create meaning in various written and electronic documents, and they will design print and electronic documents. This course aims to prepare professional communications minors to contribute to communication projects and teams in the workplace.

ENG-270 Literary Research/Critical Theory **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to the research tools in English studies and a practicum in research methods including finding sources, recognizing different critical approaches, creating an annotated bibliography, and introducing quoted or paraphrased material correctly. Prerequisite: ENG-200.

ENG-280 Special Topics in Professional Writing **(3.00 cr.)**
(Course Offered As Needed)

This course draws upon the specialized expertise of the instructor and focuses upon one type of writing used in professional settings. Topics include public relations, business, research, and promotional writing. Students will study strategies and contexts for the selected topic and generate original writing projects and presentations. Prerequisites: ENG-111. This course may be taken more than once under rotating topics.

ENG-330 African-American Writers **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A survey of African-American literature from slave narratives to recent works of fiction, non-fiction, poetry, and drama. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-335 20th Century World Literature in Translation **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

A study of 20th-century literature from Europe, Africa, Asia, and South America, including novels, short stories, autobiography, and drama. Readings will show perspectives of different cultures and a variety of artistic modes. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-340 Development of the British Novel **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

A study of the development of the British novel from its origins to the beginning of the 20th century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Eliot, Hardy, and others. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-345 Irish Renaissance **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A study of the Irish Literary Revival focusing on works by Lady Gregory, W.B. Yeats, J.M. Synge, James Joyce, and others. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-350 Modern Drama **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of modern theatre from 1875 to the present, this course will look at the development of drama through playwrights and their works. Beginning with Ibsen, Strindberg, Chekhov, and Shaw, the class will explore important twentieth century plays and conclude with contemporary drama. Work will include substantial reading and writing, with viewing and reviewing of performances. Also offered as THE-350. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-351 Old English **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of Old English language and a reading of a history of the English language. Readings of selected prose and poetry in Old English. Prerequisite: ENG-200.

ENG-352 Chaucer **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of etymology of English words and supplementary reading in background material. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-355 Shakespeare **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of selected English history plays and early comedies. Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-356 Shakespeare **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of selected tragedies, late comedies, and romances. Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-357 Seminar in 17th Century Poetry **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

A study of verse by major figures of the British Renaissance besides Shakespeare: Jonson, Donne, Herbert, Marvell, and particularly Milton. This course meets the general education literature requirement. Prerequisite: ENG-200, ENG-270.

ENG-358 Professional Writing **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A sequence of writing assignments designed to provide experience in writing for different audiences and in different formats, including a proposal, an academic paper, a review, a how-to piece, and an opinion piece. A brief review of grammar and proofreading. Prerequisite: ENG-111.

ENG-359 Seminar in American Women Writers **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of fiction, poetry, biography, drama, and criticism in which American women have explored their own lives and the culture which shaped them. Students of art, history, sociology, psychology, and religion have been welcome and successful members of this class. The seminar offers opportunity for personal expression and independent research. This course meets the general education literature requirement. Prerequisites: ENG-200, ENG-270.

ENG-360 Seminar in Southern Writers **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

A study of fiction, poetry, drama, essays, and autobiographies by Southern American writers. Topics include artistic structures and genre, issues of family and social institutions, religious and philosophical differences, and treatments of the land. Students of several disciplines have been successful and valued members of the seminar. The seminar format offers opportunity for personal expression and independent research. This course meets the general education literature requirement. Prerequisites: ENG-200, ENG-270.

ENG-364 20th Century Poetry in English **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A study of 20th-century poetry in the English language, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-365 English Poetry of the Romantic Period **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic period. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-367 English Literature of the Victorian Period **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

A study of Victorian poetry and prose [fiction and non-fiction], with attention to the works of both men and women of the period. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-368 English Literature of the 18th Century **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-370 20th Century Prose Through 1945 **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

A study of fiction, non-fiction, and drama by British and American writers from 1900-1945. Works are chosen to illustrate schools, trends, and the range of prose from the first half of the century. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-371 20th Century Prose After 1945 **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

A study of fiction, non-fiction, and drama by British and American writers along with works in English by contemporaries from around the globe. Works are chosen to illustrate schools, trends, and the range of prose after 1945. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-495 Seminar in European Literature **(3.00 cr.)**
(Spring, Course Offered Every Year)

Representative epics, dramas, and novels of continental literature studied in relation to English literature. This course meets the general education literature requirement. Prerequisites: ENG-200, ENG-270.

ENG-498 Honors Research Project **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Under the supervision of a faculty member, a student will investigate the critical response to a literary work, come to her own conclusions about the pattern of response to it, and enter the critical debate, giving and defending her own interpretation. Projects will culminate in a research paper and an oral presentation. Prerequisites: ENG-200, ENG-270.

ENG-499 Research Project **(1.00–3.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Under the direction of a faculty member, a student will investigate the critical response to a literary work and come to her own conclusions about the pattern of response to it. In projects of more than one hour, she will enter the critical debate, giving and defending her interpretation. All projects will culminate in a research paper. Projects of more than one hour will also be presented orally. Prerequisites: ENG-200, ENG-270.

ENG-505 Study of Linguistics **(3.00 cr.)**
(Fall, Course Offered Every Year)

An exploration of the systematic nature of language, looking at the systems of phonology, morphology, syntax and semantics in English, and how these systems have changed over time. Attention will be given to the application of linguistic constructs in machine translation, artificial intelligence, sign language, and learning a second language.

ENG-764 The Teaching of English **(2.00 cr.)**
(Spring, Course Offered Every Year)

A pre-professional course aimed at identifying the goals of English teachers and exploring different methods of reaching these goals. The student will begin building a file of teaching materials, including lesson plans, unit plans, and a plan for a year.

ENG-765 Practicum in Teaching English **(1.00 cr.)**
(Fall, Course Offered Every Year)

A lab in which students will teach sample lessons, videotape lessons, and critique their own performance and that of their peers.

Environmental Studies

ENS-498 Honors Thesis: Environmental Studies **(3.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

This is a research and seminar course in which junior or senior level students who are members of the Honors and/or Teaching Fellows Programs conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. The project must meet Honors Program thesis requirements as well as expectations of the environmental studies faculty. A research proposal form completed by the student, faculty mentor and Honors Program Director is required for registration.

ENS-499 Research in Environmental Studies **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Senior research is a research and seminar course in which junior and senior level students conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form.

Exercise and Sports Sciences

ESS-200 Foundations Physical Education, Sport and Fitness **(3.00 cr.)**
(Spring, Course Offered Every Year)

An overview of the field of physical education, sport and fitness with emphasis placed on historical, and socio-psychological foundations and their implications on today's society. The course includes the study of subdisciplines in the field, career opportunities and future directions. Issues and ethical concerns are introduced.

ESS-210 Selected Sports Activities **(1.00 cr.)**
(Fall, Even-Numbered Years Only)

An introduction to flag football, lacrosse, speedball, floor hockey, pickleball, and selected recreational sport activities. Includes instruction in basic skills, strategies and rules.

ESS-215 Outdoor Leisure Pursuits **(1.00 cr.)**
(Fall, Odd-Numbered Years Only)

This course will provide an overview of outdoor recreation skills and related activities. Students will be provided with opportunities to gain the skills and knowledge required to lead and engage in various outdoor leisure activities such as orienteering, Ultimate Frisbee, and outdoor education. Students will be introduced to low-risk adventure activities and community options for participation in outdoor recreation. At least one off-campus activity is required. Off-campus selections may require a fee. Also offered as PED-233.

ESS-220 Principles of Strength Train & Conditioning **(2.00 cr.)**
(Fall, Course Offered Every Year)

This course is designed to provide practical application of fitness, wellness and conditioning concepts. The course provides a comprehensive, comparative overview of the physiological responses and adaptations of resistive training and aerobic and anaerobic exercise. A comprehensive study of training theory and methodologies is included.

ESS-255 Lifespan Motor Development **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course will examine the acquisition, maintenance, and decline of fine and gross motor skills across the lifetime. Students will learn how to assess motor skills acquisition and produce developmentally appropriate movement experiences for children, youth, and adults to facilitate motor development. A 10-hour field experience is required.

ESS-300 Issues/Management: Sport & Physical Education **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

The study of the organization and administration of physical education, sport and fitness programs with emphasis on facility and personnel management as it relates to curricular, financial, physical, social, legal, and medical issues.

ESS-310 Exercise Leadership **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course is designed to prepare the student through active participation to develop practical knowledge and skills necessary to instruct group fitness programs. Students will learn teaching methodologies for the following types of training: basic aerobics and step aerobics, circuits, stability ball, medicine ball, tubes and bands, light free weights, flexibility, and floor exercise.

ESS-320 Assessment in Physical Education, Sport and Fitness **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

This course provides current assessment procedures in physical education, sport and fitness; a survey of tests and the study of measurement and evaluation in the discipline. Emphasis on selection, administration, and critique of appropriate measures of content and skill performance. Use of research design, statistics and application of technology in assessment will be included.

ESS-350 Topics in Exercise and Sport Science (3.00 cr.)
(Spring, Odd-Numbered Years Only)

The study of topics in the discipline of exercise and sport science as determined by faculty expertise and student interest. Possible topics to be offered are: psychology of movement, sociology of sport, movement and aging, and principles and theories of coaching. A description of the selected topic will be included in the registration schedule. May be taken for course credit more than once with different topic. Course prerequisites will be listed as appropriate. Course open to juniors and seniors only.

ESS-450 Practicum: Fitness/Sports Management (3.00–6.00 cr.)
(Spring, Course Offered Every Year)

A supervised field experience in a sport or fitness management setting. Students will meet regularly with a supervisor to integrate exercise and sport science knowledge and experiences with business. This course is limited to senior majors.

ESS-451 Practicum: Exercise/Sports Science (3.00–6.00 cr.)
(Spring, Course Offered Every Year)

A supervised field experience in a fitness, sport, or wellness-related agency. Students will meet regularly with a college supervisor to integrate exercise and sports science knowledge with their practicum experiences. Students should make arrangements with their professors the semester prior to taking the practicum. This course is limited to senior majors. Prerequisites: ESS-485, ESS-486.

ESS-460 Senior Seminar (2.00 cr.)
(Spring, Course Offered Every Year)

This course provides a culminating experience for students and builds upon the foundations of the Exercise and Sport Science curriculum in giving a greater understanding of practical experience during the field experience semester. The seminar format will assist students in summarizing and reflecting on experiences learned and demonstrated through their program of study. Each student will prepare and present a professional portfolio to the department as an exit requirement. Course limited to seniors.

ESS-475 Motor Learning & Skills Performance (3.00 cr.)
(Fall, Even-Numbered Years Only)

This course is designed to provide an examination of factors that affect the acquisition and performance of motor skills. Emphasis is placed on the integration of the theoretical knowledge with mechanical, environmental, and neuromuscular factors that influence the learning and performance of motor skills. Significant laboratory experiences included.

ESS-482 Kinesiology (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of the neuromuscular and mechanical principles of movement. This course examines the way bones and muscles work in all types of dance and sport-related activities. Content also includes understanding muscular imbalances, physiological support systems, body types, movement behavior, and movement efficiency. Prerequisites: BIO-322, BIO-342.

ESS-485 Exercise Physiology (3.00 cr.)
(Spring, Course Offered Every Year)

A course designed to examine the body's response and adaptation to exercise and sport and the implication of these changes for physical education and fitness programs. The course includes muscular adaptation, energy systems, and the effects of environmental factors, diet, gender, and the methods of physical training. Prerequisites: BIO-322, BIO 342. Corequisite courses: ESS-487.

ESS-486 Exercise Prescription (3.00 cr.)
(Fall, Odd-Numbered Years Only)

This course will provide an introduction to the physiological basis of health and fitness assessments, methods of assessment, and exercise prescription plans required to bring about changes in the health and fitness of both healthy individuals as well as those requiring accommodation for special needs or medical conditions. Course content will also include the business management aspects of a career in fitness program development. Prerequisites: BIO-322, BIO-342.

ESS-487 Exercise Physiology Lab (1.00 cr.)
(Spring, Course Offered Every Year)

A laboratory course examining the foundations of the human energy systems and their relation to disease and exercise. Emphasis on physiological testing and muscular activity, with special attention to the effects of exercise stress on physiological processes within the body. Prerequisites: BIO-322, BIO-342. Corequisite courses: ESS-485.

ESS-499 Introduction to Research in ESS (3.00 cr.)
(Fall, Course Offered Every Year)

This course introduces the design and application of research methodologies in exercise and sport science. The student will formulate an original research project that will culminate in a research paper and presentation. Open to senior majors and minors; others with instructor approval. Prerequisites: ESS-320.

ESS-742 Methods of Healthful Living Ed (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Study of the role health and physical education plays in child development, school curriculum, and society. Prospective teachers will learn basic knowledge, skills, and dispositions in the fields of health and physical education to allow them to prepare developmentally appropriate lessons using the Healthful Living Curriculum. Course includes observations and teaching experiences in a school setting during school hours.

ESS-743 Teaching Physical Education in the Elementary School: PE Majors (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A course designed to offer prospective physical education teachers with experience in instructional methodology appropriate at the elementary level. Emphasis is placed on the synthesis of theory and practice in physical education at the elementary level and understanding the role of physical education in the development of children. Emphasis on the "movement approach" to learning motor skills, creative dance, rhythms, stunts and tumbling, movement games, and physical fitness activities is provided. Content includes curriculum design, planning and implementing units and lessons, teaching approaches, assessment and evaluation appropriate at the elementary school level. Extensive field experiences are required.

ESS-744 Methods for Teaching Team, Individual and Recreational Sports (2.00 cr.)
(Fall, Even-Numbered Years Only)

An introduction to the teaching of physical education activities in grades 6-12. This course focuses on the nature and scope of teaching physical education activity across the broad spectrum of individual, dual, team, and recreational activity. This course includes opportunities for planning and implementing effective teaching methodologies. Emphasis will be given to developing and teaching in a skills-based curriculum that focuses on developmentally appropriate progressions, management, and authentic skills assessment.

ESS-745 Teaching Healthful Living in the Middle & Secondary Schools **(4.00 cr.)**
(Fall, Even-Numbered Years Only)

A course designed to offer prospective physical education teachers with experiences in instructional methodology appropriate to middle and secondary school teaching. Emphasis is placed on the synthesis of theory and practice in health and physical education. Content includes curriculum design, planning and implementing units and lessons, teaching approaches, and methods of motivation, management, assessment, evaluation, and computer technology. Includes field experience at the middle and secondary levels.

ESS-746 Teaching Physical Education Special Needs K–12 **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

This course provides students with experiences in teaching and examining policies, practices, principles, instructional methodologies, and programs related to meeting the physical education needs of special populations. Includes field experiences.

Family and Consumer Sciences

FCS-274 Consumer Economics **(3.00 cr.)**
(Spring, Course Offered Every Year)

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, retirement and estate planning. No credit given in major for accounting, business, or economics. Also offered as ECO-274.

FCS-299 Introduction to Research in Family & Consumer Science **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and problems in Family and Consumer Sciences. This course will provide an introduction to the methods and techniques of the discipline. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required.

FCS-325 Supervised Work Experience in FCS **(1.00 –4.00 cr.)**
(Summer, Course Offered Every Year)

Provides a guided internship experience as required for North Carolina Family and Consumer Sciences Teaching Licensure. The internship is secured by the student in a family and consumer sciences-related field, and is conducted in cooperation with an approved internship sponsor. For each credit hour, the student completes 100 hours of the supervised work experience. Pass/Fail grading only.

FCS-355 Family Resource Management **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The use of human resources to promote individual and family development. Emphasis on family life management skills from a woman's perspective.

FCS-424 Professional Perspectives in FCS **(3.00 cr.)**
(Fall, Course Offered Odd Years)

Investigation of historic development, interdisciplinary nature, integrative approach, and ethical perspectives of Family and Consumer Sciences field of study; introduction to professional opportunities within business, education, research, and service agencies; formulation of individual career plan. This course is ethics intensive. 3 credit hours.

FCS-425 FCS Practicum **(3.00 cr.)**
(Spring, Course Offered Even Years)

Provides a culminating experience for Family & Consumer Sciences majors seeking careers in business and community services. The internship is selected by the student through career analysis, and is conducted in cooperation with an approved internship sponsor. The student must work 150 hours total over the course of the semester in an approved site. Prerequisite: FCS-424.

FCS-490 Professional Symposium **(1.00 cr.)**
(Fall, Course Offered Every Year)

History, philosophy, and current trends in family and consumer sciences. Students will identify strategies in seeking employment and/or graduate study. Required of all majors in the Department of Human Environmental Sciences. Pass/Fail grading only.

FCS-498 Honors Thesis in Family & Consumer Science **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the family and consumer sciences faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

FCS-499 Research in Family & Consumer Science **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research or creative project exploring topics and problems in Family and Consumer Sciences. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for credit for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: FCS-355.

FCS-764 Methods of Teaching Family & Consumer Science **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of planning, implementing, and evaluating family and consumer sciences programs. Emphasis on identifying needs of learners, writing objectives, planning lessons, using a variety of teaching/learning strategies, and assessing effectiveness. Required for secondary family and consumer sciences licensure students and foods and nutrition majors.

FCS-765 Family & Consumer Science Education **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

A survey of the curriculum for secondary family and consumer sciences education. Includes a program philosophy, organization, needs assessment, advisory committees, curriculum development, vocational student organizations [FCCLA], and legislation. Includes field experience. Required of secondary family and consumer sciences education majors.

Fashion Merchandising and Design

FMD-114 Apparel Merchandising **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle.

FMD-115 Principles of Clothing Construction **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The practical application of basic construction techniques including pattern alterations and analysis of quality construction in ready-to-wear. Two lectures and four hours of laboratory each week.

FMD-212 Visual Merchandising **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of promotional techniques used in successful retail operations. Emphasis is placed on merchandise display, fashion show production, and floor space layout.

FMD-213 Clothing and Society **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The study of the social and psychological aspects of clothing in our society today. The meaning of clothes in specific social situations, cultural contexts of dress, clothing as a form of nonverbal communications, and individual thought processes about clothing and appearance are studied.

FMD-226 Tailoring **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. One lecture and five hours of laboratory each week. Prerequisites: FMD-115.

FMD-244 Retail Merchandising **(4.00 cr.)**
(Spring, Course Offered Every Year)

A study of retail operations including store management, buying procedures, retail organization, and merchandising mathematics. Includes laboratory application of retail functions.

FMD-299 Introduction to Research in FMD **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating issue and problems in Clothing and Fashion Merchandising. This course will provide an introduction to the methods and techniques of the discipline. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: FMD-214.

FMD-315 History of Costume **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period [2700 B.C.] to the 20th century. Also offered as ART-315.

FMD-318 Apparel Design Development **(2.00 cr.)**
(Spring, Course Offered Every Year)

The application of technical, creative, and analytical skills in developing seasonal apparel lines. Emphasis will be placed on targeting market identification, selecting fabric and trimmings in relation to price determination, developing operation sheets, and budgeting seasonal collections. Prerequisites: FMD-114, FMD-115.

FMD-418 Textiles **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles.

FMD-425 Draping **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A study of the principles of apparel design using the draping method. Emphasis on fit, design, appropriateness, and construction techniques. May be taken without prerequisite courses with permission of the instructor. Also offered as ART-415. Prerequisites: FMD-115, and FMD-427 or ART-427.

FMD-427 Apparel Design **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Also offered as ART-427. Prerequisites: FMD-115.

FMD-428 CAD Apparel Design **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

Applications of apparel design techniques utilizing the computer to facilitate the design process. Emphasis will be placed on original designs, patterns, grading, and markers. Students must have computer experience. Prerequisites: FMD-115, and FMD-427 or ART-427.

FMD-442 Retail Buying **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course applies retail strategy and merchandising principles to the day-to-day activities and responsibilities of a retail buyer. Emphasis on customer identification, sales forecasting, merchandise budgeting, assortment planning, merchandise procurement, and vendor analysis. Prerequisites: FMD-244.

FMD-443 Special Problems in Retailing **(2.00 cr.)**
(Spring, Course Offered Every Year)

An in-depth study of problems which retailers are currently facing. Business environments are simulated for students to analyze, evaluate, and select alternative solutions which would best suit each firm studied. Recommendations will be submitted in the form of oral and written reports. Prerequisites: FMD-244.

FMD-495 Senior Project **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Senior design students will prepare and install an exhibition of their work or produce a fashion show featuring their own designs. Students are responsible for all aspects of their project including the promotion of the show or exhibit, labeling of items, securing models and/or dress forms, staging or set up, and hospitality arrangements. Either option should include at least ten complete, original outfit designs.

FMD-498 Honors Thesis in FMD **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the clothing and fashion merchandising faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

FMD-499 Research in Fashion Merchandising & Design **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research or creative project exploring issues and problems in Fashion Merchandising and Design. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for credit for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: FMD-114, FMD-244.

First Year Experience

FYE-100 First Year Experience **(1.00 cr)**
(Fall, Course Offered Every Year)

The First Year Experience class is designed to facilitate a successful transition for women entering higher education. Emphasis will be placed on academic success, personal growth and self-management, campus/community resources and involvement, and ethical citizenship and diversity through interaction among students, faculty, staff and the community.

Foods and Nutrition

FN-124 Principles of Food **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The scientific principles of food selection and preparation. Two lectures and four hours of laboratory each week.

FN-227 Introductory Nutrition **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Basic principles of human nutrition with emphasis on nutrients, factors which affect their utilization in the human body, and the significance of application in diets for individuals and groups.

FN-250 Perspectives in Nutrition **(2.00 cr.)**
(Spring, Course Offered Every Year)

A holistic view of varying perspectives in nutrition and foods. Current and timely issues relating to hunger, food science, nutrition, policy issues and the food industry will be discussed in relation to local and global perspectives. Students will be given the opportunity to contemplate the vast potential for integration of nutrition into daily life and debate differing perspectives. Prerequisite: FN-227.

FN-260 Nutrition in Diverse Populations **(3.00 cr.)**
(Fall, Course Offered Every Year)

Principles of human nutrition applied to meet the health and nutrition needs at different stages of the life cycle. Role of culture, ethnicity and religion on food selection, dietary intake, and nutrition and health status. Government and community resources providing food and nutrition assistance will be discussed. Prerequisite: FN-227.

FN-299 Introduction to Research-Foods & Nutrition **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and problems in Foods and Nutrition. This course will provide an introduction to the research methods and techniques of the discipline. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors in the Department of Human Environmental Sciences and others by permission of the instructor. May be repeated for up to a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisite: FN-227.

FN-310 Food Service Management Systems I **(3.00 cr.)**
(Fall, Course Offered Every Year)

Introduction to the use of management skills in food service systems, including the application of quantity food production principles, with an emphasis on quality quantity food production, menu planning, food service equipment use, and facility design. Prerequisite: FN-124. Corequisite courses: FN-311, FN-312.

FN-311 Food Service Management Systems Lab for FN **(1.00 cr.)**
(Fall, Course Offered Every Year)

Laboratory experiments designed to apply food service production and management skills in quantity food settings. This course is designated for Food and Nutrition majors to supplement work in FN-310. Three laboratory hours per week. Prerequisites: FN-124. Corequisite courses: FN-310.

FN-312 Food Service Management Systems Lab for FCS **(1.00 cr.)**
(Fall, Course Offered Every Year)

Laboratory experiments designed to apply food service production and management skills in conventional and industrial settings. This course is designated for Family and Consumer Science majors to supplement work in FN-310. Three laboratory hours per week. Prerequisites: FN 124. Corequisite courses: FN-310.

FN-320 Food Service Management Systems II **(4.00 cr.)**
(Spring, Even Years)

Applied investigation into the use of management resources in food service systems, fundamental management processes, concepts and principles to improve decision making and problem solving. Consideration of purchasing procedures, storage, methods of cost control, personnel, safety, and nutrition quality in food decisions. Laboratory experiences are required. Prerequisites: FN-124, FN-310, ACC-230, and FN-311 or FN-312.

FN-330 Experimental Food Science **(3.00 cr.)**
(Fall, Even Years)

A study of the scientific principles underlying the composition of current food products, and the development of new or improved food products. Special emphasis on physical or sensory evaluation. Prerequisites: FN-124, FN-227, BIO-101, BIO-141.

FN-340 Nutrition Biochemistry & Metabolism **(4.00 cr.)**
(Spring, Course Offered Every Year)

A study of the essential macro- and micronutrients, related compounds, and phytochemicals in the diet of humans, their interrelationships, metabolism at the cellular level, and relationship to health. Research methods and study design in nutrition. Prerequisites: FN227, CHE-221, CHE-241, BIO-251.

FN-440 Medical Nutritional Assessment, Therapy & Counseling I **(4.00 cr.)**
(Fall, Course Offered Every Year)

An integration of the biochemical and physiological processes in development and support of specific medical conditions with emphases on assessment and the process of developing appropriate medical nutritional therapies and appropriate nutritional counseling of individuals and groups. This is the first of a two-course sequence. Prerequisites: CHE221 CHE-241 FN-227, FN-340. Corequisite courses: BIO-322, BIO342, BIO-323, BIO-343.

FN-450 Medical Nutritional Assessment, Therapy & Counseling II **(4.00 cr.)**
(Spring, Course Offered Every Year)

The purpose of this course is to provide a culminating comprehensive study of the medical nutritional care process. Application of biological, physiological, and chemical parameters influencing specific medical conditions will be used in the study of nutritional etiology and support for disease processes. Assessment, development of appropriate scientifically-based medical nutritional therapy, and interviewing and counseling of the individual or group will be incorporated in the focus of the course. Case studies and hands-on learning experiences in anthropometric assessment specific to the medical nutritional intervention will be used for students to demonstrate attainment of competencies related to this course. The various roles of the medical nutritional team, nutritional, medical, pharmacological and nursing disciplines, will be considered in light of providing medical nutritional therapy for the individual or group. Prerequisites: FN-440.

FN-480 Colloquium in Nutrition **(1.00 cr.)**
(Spring, Course Offered Every Year)

Through selected readings and small group discussions, students will explore and critically analyze major concepts and developments in the field and enhance their awareness of the role of nutritionists in society. Students will complete, present and discuss her work and accomplishments in the major and the field in the form of a digital portfolio at the end of the course.

FN-498 Honors Thesis in Foods & Nutrition **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the foods and nutrition faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

FN-499 Research in Foods & Nutrition **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research project exploring topics and problems in Foods and Nutrition. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for up to a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: FN-227, 8 credits from CHE, 7 credits from BIO.

Foreign Language

FL-121 Awareness of Language **(3.00 cr)**
(Varies, Contact Dept. Head)

The course is specifically designed not to target any one language but to offer a practical introduction to the linguistic framework common to all languages. It introduces basic linguistic terms and concepts relating to the structures, meanings, sounds, and appropriateness of words and sentences in natural language. Also, it develops skills and strategies for successful foreign language acquisition both within and outside the classroom. This course does not satisfy the Foreign Language Competency Requirement. Course will be offered as needed. No prerequisites.

FL-764 The Teaching of a Foreign Language **(4.00 cr.)**
(Fall, Course Offered Every Year)

A pre-professional course aimed at identifying the goals of foreign language teachers and exploring different methods of reaching these goals. The student will begin building a file of teaching materials, including lesson plans, unit plans, and a plan for an academic year. Required for all students seeking licensure in a foreign language. May not be counted toward a major. Instructor's consent required.

French

FRE-101 Elementary French Conversation I **(3.00 cr.)**
(Fall, Course Offered Every Year)

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who do not qualify for FRE-103. Independent language laboratory work required each week.

FRE-102 Elementary French Conversation II **(3.00 cr.)**
(Spring, Course Offered Every Year)

A review and continuation of FRE-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work is required each week.

FRE-103 Structural French **(3.00 cr.)**
(Fall, Course Offered Every Year)

A thorough and accelerated review of first-year French for students who had two years of high school French, but who do not qualify for FRE-205. Independent language laboratory work required each week.

FRE-205 Intermediate French I **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A review and continuation of FRE-102 or FRE-103, and gradual introduction of graded readings. Independent language laboratory work required each week. Prerequisites: FRE-102 or FRE-103.

FRE-206 Intermediate French II **(3.00 cr.)**
(Spring, Course Offered Every Year)

A continuation of FRE-205. Emphasis on the reading and discussion in French of texts of moderate difficulty. Independent language laboratory work required each week. Prerequisites: FRE-205.

FRE-207 Intermediate Conversation in French **(3.00 cr.)**
(Spring, Course Offered Every Year)

An intermediate-level course designed for students who have completed FRE205 and FRE206 (or equivalent), FRE207 aims to increase the student's oral proficiency in French through review, practice, and diverse stimuli for conversation. Content includes structured review of the primary verb tenses and of principal grammar points. Daily discussions and conversation. Regular reading of magazine and newspaper articles. Viewing of feature films. Occasional short essays and informal writing. The course is conducted in French. Weekly language laboratory work required. May be repeated for credit through an approved program of study abroad. Course offered as needed. Prerequisites: FRE 205 (Intermediate French I) and FRE 206 (Intermediate French II), or equivalent. Co-requisites: None.

FRE-299 Introduction to Research in French **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an intermediate level of complexity. In her project, the student will investigate an aspect of French language or Francophone literature, culture or civilization of personal interest and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and the faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from FRE at Level 200 or above.

FRE-300 Life and Study Abroad **(1.00–3.00 cr.)**
(Varies, Contact Dept. Head)

Intensive study and homestay in France. Credit awarded according to departmental guidelines. Permission of department required for enrollment. Pass/Fail grading only.

FRE-301 Business French **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

A survey of the vocabulary and principles of the French business world with special attention to the development of practical communication skills. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-302 Topics in Language and Culture **(1.00–3.00 cr.)**
(Varies, Contact Dept. Head)

Offered only in connection with the department's programs of study in France or a francophone country. Since instruction is in French, the course carries as a prerequisite the completion of second-year French. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Instructor's consent required. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-304 French Civilization **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

A survey of the political and cultural history of France, including its contributions to Western culture in the fields of art, religion and music. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-305 French Phonetics and Phonology **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all French majors and minors. One hour of non-credit language laboratory required each week. May be taken without prerequisite courses with permission of instructor. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-306 Advanced Grammar, Composition, Linguistics **(3.00 cr.)**
(Spring, Course Offered Every Year)

Study of complex grammar structures designed to improve students' writing skills. Required of all French majors and minors. One hour of non-credit language laboratory required each week. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-307 Advanced Conversation **(3.00 cr.)**
(Varies, Contact Dept. Head)

Focuses on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary French. Required of French majors. Open to juniors and seniors or to other students with permission from the instructor. May be taken without prerequisite courses with permission from the instructor. Prerequisites: FRE-305, FRE306 or equivalent.

FRE-308 Francophone Literature **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

Introduction to a variety of texts from the French-speaking world. Students will learn practical strategies for reading and analyzing a variety of literary genres in various media [text, film, music, art]. Recommended as an introductory literature course. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-309 French Women Writers **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

Introduction to a broad range of female authors from the Middle Ages to the present, expanding the students' understanding of how writing is shaped by gender, history and society. Students will learn practical strategies for reading and analyzing a variety of genres. Recommended as an introductory literature course. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-350 French Seminar **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A weekly seminar [80 minutes per week] designed to perfect a student's aural/oral skills in French. Aspects of the culture, civilization, and literature of French-speaking countries will be discussed. Will include films, workshops, field trips, and other activities. May be taken without the prerequisite courses with permission of the instructor. Two semesters are required of French majors; may be taken up to four times for credit. Pass/Fail grading may be elected by the non-major. Prerequisites: Take either FRE-205 and FRE-206 or FRE-305 and FRE-306 or equivalent.

FRE-364 Topics in French Literature I **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

Selected readings in French literature from the Middle Ages to the French Revolution with some emphasis on culture and civilization. The course has a different theme each time it is offered. May be taken without the prerequisite courses with permission of the instructor. Prerequisites: FRE-305, FRE-306 or equivalent.

FRE-365 Topics in French Literature II **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

Selected readings in French literature from the French Revolution to the present with some emphasis on culture and civilization. The course has a different theme each time it is offered. May be repeated for credit. May be taken without prerequisite courses with permission of the instructor. Prerequisites: FRE-305, FRE-306 or equivalent.

FRE-498 Honors Thesis in French **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the honors student investigates an aspect of French language or Francophone literature, culture or civilization of personal interest and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Weekly meetings. It is expected that the honors student will spend at least ten hours per week on her thesis. Fulfills honors thesis requirement. Research performed in connection with study abroad is strongly encouraged. Prerequisites: 15 credits from FRE at Level 300 or above.

FRE-499 Junior & Senior Research in French **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an advanced level of complexity. In her project, the student will investigate an aspect of French language or Francophone literature, culture or civilization of personal interest, and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 12 credits from FRE at Level 300 or above.

Geoscience

GEO-200 Earth Science **(3.00 cr.)**
(Fall, Spring and Summer, Course Offered Every Year)

An introduction to the atmospheric, hydrologic, and geologic processes by which the physical environment of our planet is continuously reshaped and reformed. With corequisite lab counts as a laboratory science for general education requirements. Corequisite courses: GEO-240.

GEO-205 World Regional Geography **(3.00 cr.)**
(Spring, Course Offered Every Year)

A systematic survey of major world regions with emphasis on climates, land forms, resources and economics. Also includes discussions on political ties, and position in world trade. Counts as a social science elective for general education requirements.

GEO-203 Geographic Information System (GIS) **3 hours**
(Fall, Course Offered Every Year)

This course provides students with the experience of finding and analyzing a variety of geographically referenced data, and then presenting them in graphical and statistical formats in order to answer research questions from everyday life. This process will include spatial reasoning, problem definition, and appropriate applications for planning and decision-making. Prerequisites: None

GEO-240 Earth Science Laboratory **(1.00 cr.)**
(Fall, Spring and Summer, Course Offered Every Year)

Laboratory exercises involving the atmospheric, hydrologic, and geologic processes by which the physical environment of our planet is continuously reshaped and reformed. With corequisite course counts as a laboratory science for general education requirements. Corequisite courses: GEO 200.

GEO-299 Introduction to Research **(1.00–2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. GEO-200 is strongly recommended as a prerequisite to this course. May be repeated for a total of three credit hours.

GEO-322 Economic Geography **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

An analysis of the developing world economy in terms of core-periphery regions, international business, the geographical bases of agricultural, industrial and service industries, and the developing information-based industries. Counts as a social science elective for general education requirements.

GEO-326 Environmental Resources **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

This course is an introduction to the inter-relationships among the physical, chemical, and biological processes and the large variety of resources of the physical world. Consequences from natural phenomena and, increasingly, human activities that use various resources, give rise to a number of environmental problems. Potential solutions to these problems will be discussed. This course meets the General Education Science in Society requirement. Prerequisites: take CHE111 and CHE-141 or GEO-200 and GEO-240.

GEO-368 Political Geography **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies. Counts as a social science elective for general education requirements.

GEO-499 Research **(1.00–2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Open to junior and senior geoscience minors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. Prerequisite: GEO-200.

German

GER-101 Elementary German I **(3.00 cr.)**
(Fall, Course Offered Every Year)

Introduction to the German language including grammar, graded readings, and speaking. Independent language laboratory work required each week.

GER-102 Elementary German II **(3.00 cr.)**
(Spring, Course Offered Every Year)

Review and continuation of GER-101. Independent language laboratory work required each week. Prerequisites: GER-101.

GER-205 Intermediate German I **(3.00 cr.)**
(Fall, Course Offered Every Year)

Review of German grammar; introduction to more difficult aspects of the language; readings of appropriate difficulty; increased practice in speaking German. Independent language laboratory work required each week. Prerequisites: GER-102.

GER-206 Intermediate German II **(3.00 cr.)**
(Spring, Course Offered Every Year)

A continuation of GER-205. More advanced grammar and readings and further emphasis on speaking. Independent language laboratory work required each week. Prerequisites: GER-205.

GER-300 Life and Study Abroad **(1.00–3.00 cr.)**
(Varies, Contact Dept. Head)

Intensive study and homestay in a German-speaking country. Credit awarded according to departmental guidelines. Permission of department required for enrollment. Pass/Fail grading only.

GER-302 Topics in Language and Culture **(1.00–3.00 cr.)**
(Varies, Contact Dept. Head)

This course is offered only in connection with the department's programs of study in Germany or Austria. Since instruction is in German, the course carries as a prerequisite the completion of second-year German. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Instructor's consent required. Prerequisites: GER-205, GER-206.

GER-306 Advanced German Grammar (3.00 cr.)
(Varies, Contact Dept. Head)

Study of complex grammar structures designed to improve students' writing skills. Required of all German majors and minors. Prerequisites: GER-205, GER-206.

GER-307 Advanced Conversation (3.00 cr.)
(Varies, Contact Dept. Head)

Focuses on advanced oral proficiency with detailed analysis of the semantic and syntactic structure of the German language. Prerequisites: GER-205, GER-206.

GER-366 Advanced German Reading (3.00 cr.)
(Varies, Contact Dept. Head)

Readings and discussions of selected authors. May be repeated for credit. Prerequisites: GER-205, GER-206.

Health

HEO-100 Contemporary Health Issues (2.00 cr.)
(Fall, Course Offered Every Year)

A course designed to provide students with knowledge of personal and community health. Special emphasis on developing positive health attitudes and practices.

HED-200 Responding to Emergencies (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

A course designed to prepare students with knowledge and skills to administer immediate care to victims of injuries and sudden illness. Students who successfully complete the course will receive American Red Cross Certification. Course fee assessed.

HED 220 Fitness and Wellness (2.00 cr.)
(Spring, Course Offered Every Year)

A course designed to develop understanding in the conceptual knowledge of health and fitness in the development and maintenance of human wellness. The course will allow each student to plan a program of physical activity that meets her unique needs and interests. The ultimate goal is to help students plan for a lifetime of wellness including physical fitness and healthy nufrition.

HED-282 Prevention & Care of Movement Injuries (2.00 cr.)
(Spring, Course Offered Every Year)

A course designed to provide instruction in the prevention and care of movement injuries. This course will include an introduction to athletic training, fundamentals of injury prevention and evaluation, and the management of the most common dance and sport-related injuries. Emphasis will be placed on providing practical opportunities to develop evaluation skills and taping techniques.

HED-320 Our Bodies-Our Lives (3.00 cr.)
(Varies, Contact Program Director)

This course will focus on the way in which individuals develop their identities through the body's experiences in American culture. Drawing upon an interdisciplinary range of research and ideas, the course will explore how the body is influenced and shaped by society; how individuals are affected by myths about the ideal or "normal" body; and the way the body has been objectified in areas of fitness, health and beauty. We will look at the effects of the media, popular culture, education, and other areas of socialization to gain self-awareness as to the ways students' lives reflect the process of how they embody cultural values and social attitudes.

HED-332 Human Sexuality (3.00 cr.)
(Spring, Course Offered Every Year)

The research literature on sexual interests, behaviors and relationships is reviewed through the study of the changing practices and perceptions of sexuality in America. Topics include the cultural construction of sex, the process of learning to be sexual, sexual deviance, the influence of marriage, and the interplay between sex and power in our society. Recognition of both risks and rewards associated with sexuality provides the context for studying controversial policies in society. Also offered as SOC-332.

History

HIS-101 Emergence of Western Civilization (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The evolution of Western civilization from the ancient Greek, Roman, Judaeo-Christian, and Germanic traditions, the medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, and scientific revolutions to 1750.

HIS-102 Modern Western Civilization (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

The rise of industrialism, nationalism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world.

HIS-103 The World in the 20th Century (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will examine key events, issues and developments in the 20th century world predominantly from the perspective of non-Western cultures. It will pay particular attention to the issues of European imperialism and de-colonization; the application of Western ideologies of liberalism, communism, and nationalism in non-Western settings; and economic and cultural globalization. Case studies will demonstrate differing responses to the challenges of modernization in the 20th century.

HIS-200 Introduction to Latin American History (3.00 cr.)
(Spring, Odd-Numbered Years Only)

This course will begin with a study of colonial independence, ending with the study of contemporary characteristics of modern Latin American states.

HIS-214 American History to 1876 (3.00 cr.)
(Fall and Summer, Course Offered Every Year)

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction.

HIS-215 American History Since 1876 (3.00 cr.)
(Spring, Course Offered Every Year)

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the growth of federal power.

HIS-224 Introduction to Asian History (3.00 cr.)
(Varies, Contact Dept. Head)

A study of the traditions, attempts at modernization in the 19th century, and the contemporary scene in important Asian regions and countries.

HIS-250 Introduction to Archaeology (3.00 cr.)
(Varies, Contact Dept.Head)

This course provides students with a basic introduction to the scope and concerns of archaeology, a deeper understanding of the human past, and a greater sensitivity to issues surrounding the reconstruction and representation of that past. Through the semester we will survey some of the more famous archaeological discoveries including Lucy, King Tut's tomb, and also discuss more contemporary discoveries such as New York City's African burial ground and Blackbeard's Queen Anne's Revenge. Over the semester we will also conduct several activities dealing with the hands-on analysis of material culture, and will visit and critically analyze several local archaeological sites and reconstructions.

HIS 260 Introduction to Native American History and Cultures (3.00 cr.)
(Varies, Contact Dept.Head)

An overview of the history of Native Americans in North America. Students will be introduced to such topics as original migrations into North America, impact of European contact, demographics, evolution of stereotypes, historical events, important leaders, religions, societal structures, indigenous arts, traditional lifeways, and current political and social issues.

HIS-281 Introduction to African History (3.00 cr.)
(Fall, Course Offered Every Year)

This course will introduce students to the history of the African continent, including the modern country of South Africa. It will survey the fundamental elements of societal organization, the emergence of major kingdoms such as Great Zimbabwe and the Zulu, the impact of the discovery of diamonds and gold, the beginnings of the slave trade, the imposition of European colonialism, the emergence of apartheid, and the problems of Africa's newly independent states.

HIS-282 The Modern Middle East (3.00 cr.)
(Spring, Course Offered Every Year)

This course will address cultural, social and political issues in the Middle East in the late 19th and especially in the 20th century. Topics covered will include imperialism, nationalism, the creation of modern states, the Palestinian-Israeli conflict, the Iranian Revolution, the politics of oil, U.S. - Middle East relations, and the emergence of activist Islamic groups. Also offered as POL-282.

HIS-300 Introduction to Public History (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to the theoretical background of public history and its disciplines; historic preservation, museum studies, archives and records administration and documentary editing. Students read literature in these disciplines and solve practical problems in public history.

HIS-302 Modern British History (3.00 cr.)
(Varies, Contact Dept. Head)

This course will examine the significant political, social, economic, and cultural transformations that have shaped British history in the modern era. It will explore key events and themes that influenced British development, including: the nature of "Britain" as a multi-national, multi-ethnic polity; the impact and influence of Britain as a commercial, and later military, global empire; the role of Britain as a "model" of evolutionary historical development; the British experience of the two world wars; the creation of a socialist welfare state in the intellectual homeland of economic and political liberalism; and recent efforts to question and reform the post-war social and political consensus.

HIS-304 Greek and Roman History (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of the cultural and historical characteristics of the ancient Greeks and Romans with special emphasis on their contributions to subsequent civilizations.

HIS-306 Russia in the Twentieth Century (3.00 cr.)
(Fall, Odd-Numbered Years Only)

This course will examine the significant events, themes, and personalities that have shaped the turbulent history of Russia and the Soviet Union in the twentieth century. Key periods and topics will include: the failed "constitutional experiment" of late Imperial Russia; the dynamics of the Russian Revolution and Civil War; the impact of Josef Stalin's "revolution from above" and its program of collectivization, industrialization, and mass terror; the traumatic Soviet experience of World War II; the role of the Soviet Union in the Cold War; the rise of Gorbachev and the subsequent collapse of the Soviet Union.

HIS-308 20th Century Europe (3.00 cr.)
(Fall, Even-Numbered Years Only)

This course will examine the significant events, ideas, and social transformations that shaped Europe in its most tumultuous and destructive century ever, a century marked by wars, revolutions, genocides, and the threat of nuclear annihilation. Topics will include: the nature and impact of mass industrialized warfare in the Great War; the legacies of post-war disillusionment, depression, and appeasement; the murderous conflict of the ideologies of liberalism, communism, and fascism; the European experience of Cold War and decolonization; the role of gender in modern consumer society; the evolution of European integration; and the place of Europe in the global community.

HIS-310 Modern China (3.00 cr.)
(Varies, Contact Dept. Head)

China in the 20th century with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts.

HIS-311 Modern Japan (3.00 cr.)
(Varies, Contact Dept. Head)

Survey of economic, political and social developments since the middle of the nineteenth century. Emphasis will be placed on the adaptation of traditional Japanese customs and institutions to accommodate the changes necessary for Japan to succeed in an industrial, Western-dominated world.

HIS-312 India: Past and Present (3.00 cr.)
(Varies, Contact Dept. Head)

After an overview of the contemporary scene in India, this course will explore traditional Indian history and culture, including the ancient Indus Valley civilization, Aryan civilization, the Indo-Aryan synthesis, Hinduism, Buddhism, and Islam in India, Mughal imperial unification, the arrival of the British in India, the rise of Indian nationalism with Gandhi and Nehru, Indian independence, modern India and the role of India in the world today. Carefully selected films will complement the readings and lectures, and students will be made aware of resources concerning India in the academic community in Raleigh and in the Research Triangle.

HIS-314 Colonial American History (3.00 cr.)
(Spring, Odd-Numbered Years Only)

The colonial origins of American society and ethnic diversity to the emergence of the American nation in the Revolutionary period.

HIS-319 Contemporary American History (3.00 cr.)
(Spring, Even-Numbered Years Only)

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism, civil rights, youth revolt, women's rights, and democracy.

HIS-325 Asian Civilizations (3.00 cr.)
(Varies, Contact Dept. Head)

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages.

HIS-330 US & the World in the 20th Century (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of global issues involving the United States vis-^-vis Europe, the former Soviet Union, Latin America, Africa, Middle East, and Asia. May be taken for credit in political science or history. Also offered as POL-330.

HIS-333 History of the South (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments.

HIS-334 Methods of Historical Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introductory course in historical research and writing that is required of all majors and is usually taken during the junior year. It focuses on finding, evaluating, and using historical sources; on organizing and presenting historical research; and on analyzing historical literature. Each student should plan to take this course before she undertakes HIS-499, Senior Research, and HIS-495, Senior Seminar.

HIS-383 Religion in U.S. History (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of the religions of the United States from the pre-colonial period to the present. Special attention to the impact of religious beliefs and practices in the shaping of U.S. culture and society. Focus will be placed on major periods, movements, and events and their connections to religious experience: the founding of the republic and civil religion, denominationalism and revivalism, frontier and utopian quests, Protestant/Catholic/Jewish interaction, slavery and civil rights, science and fundamentalism, secularism and pluralism. Cross-listed as REL-383. Prerequisites: One 100 level Religion course.

HIS-385 Europe in the Middle Ages (3.00 cr.)
(Spring, Even-Numbered Years Only)

This course will survey major developments in Western Europe from roughly 400 CE to 1300 CE. It will use primary and secondary sources to explore the growth of a distinctly European civilization upon its Judaeo-Christian, classical and Germanic roots, and will trace the expression of this civilization through its political, religious and educational institutions; its formal religious thought and vernacular literature; its art, architecture and music; and its interactions with different cultures both within and beyond its borders. Specific topics covered will include the Germanic invasions, monasticism, the conversion of Europe, the growth of the manorial and feudal systems, scholastic thought in the universities, heresy and the crusades, the growth of representative government and others. Also offered as REL-385.

HIS-387 Age of Renaissance/Reformation (3.00 cr.)
(Spring, Odd-Numbered Years Only)

This course will work primarily through class discussion of primary sources to understand the changes in outlook expressed in the Renaissance, the Reformation and the Scientific Revolution between the fourteenth and seventeenth centuries. In particular, it will focus upon the transition from medieval toward modern attitudes in areas such as historical and scientific thought, political and educational theory, philosophy, art, music and religious thought and practice. It will also address the economic, social and political variables that underlay these changes in intellectual life, as well as the impact that these ideas had upon European society. Students will be encouraged to explore individual interests from their own major fields and personal backgrounds. Also offered as REL-387.

HIS-495 Senior Seminar (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A culminating seminar that brings together work done across the major, builds upon HIS-334 and links to Senior Research in History, HIS-498 and HIS-499. Students will review schools of historical interpretation and methods of historical research and then apply these to an ongoing analysis of contemporary developments both national and international. They will meet twice a week to improve oral and written communication skills through class discussion, formal presentations and a variety of written assignments. They will also make and implement plans for postgraduate education and careers. Students should take HIS-495 at the same time they pursue Senior Research in History, HIS-498 or HIS-499. May be taken without prerequisite course with permission of the instructor. Prerequisites: HIS-334 or permission of instructor.

HIS-498 Honors Thesis in History (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Each senior major in the Honors and/or Teaching Fellows Program must choose, research, write and present orally an honors thesis that reflects her training, interests, and/or career direction. Each student who plans to write an honors thesis must, in consultation with a departmental adviser, identify a viable topic before she registers for HIS-498. During the semester in which she writes the honors thesis, she should also take HIS-495. Prerequisites: HIS-334 or permission of instructor.

HIS-499 Senior Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Under the direction of the appropriate faculty member, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The faculty director must approve a preliminary research proposal before the student can pre-register for this course. Students should take HIS-495, Senior Seminar, during the same semester that they take Senior Research. Required of senior history majors and open to junior majors with permission of the department head. May be repeated for credit for a total of six hours. Prerequisites: HIS-334.

HIS-520 History of North Carolina (3.00 cr.)
(Varies, contact dept. head)

A study of North Carolina from the colonial period to the present. Emphasis on the internal forces which shaped the state and her contributions in the national history.

HIS-764 The Teaching of Social Studies (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the methods required for teaching grades 6-9, and grades 9-12, social studies. May not count toward a major.

Interdisciplinary Studies

IDS-100 Appreciation of Fine Arts (3.00 cr.)
(Varies, Contact Dept. Head)

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as an elective in the humanities and fine arts.

IDS-110 Information Research & Technology **(1.00 cr.)**
(Varies, Contact Dean of Library Information Services)

Hands-on use of the computer network and library information resources in all formats [including e-mail, internet, computerized catalogues and indexes, and print resources]. Students learn to find, evaluate and use information. A CamNet account is required. Pass/Fail grading only.

IDS-280 China Today **(3.00 cr.)**
(Spring, Course Offered Every Year)

Modern China is best understood in the context of its history, perhaps the lengthiest in the world and certainly the lengthiest in Asia. This course begins with an overview of Chinese history and geography. It includes Chinese culture and the festivals that are such an important part of that culture. Students also learn about Chinese philosophy, literature, music, arts, heroes, food and ethnic minorities as well as contemporary issues.

IDS-300 Arts, Artifacts & Culture-Europe **(3.00 cr.)**
(Meredith Abroad, Course Offered Every Year)

An introduction to the culture and the social life of the peoples of continental Europe based upon a study of the arts and artifacts they produced. This course places special emphasis on the countries students visit while studying in Continental Europe. Terms are defined broadly, looking at literary, visual and musical arts as well as dance; architecture of both private and public spaces; and artifacts of all kinds. Focus will be on folk as well as high culture; ancient as well as modern times; and traditional as well as avant-garde modes. Students examine expressions that are secular as well as religious; utilitarian as well as purely ornamental; and communal as well as personal. To facilitate students' observations of local culture, the spoken languages of the countries being visited will be studied.

IDS-301 Arts, Artifacts & Culture-UK **(3.00 cr.)**
(Meredith Abroad, Course Offered Every Year)

An introduction to the culture and social life on the peoples of the United Kingdom based on a study of the arts and artifacts they produced. This course places special emphasis on the countries students visit while studying in the United Kingdom. Terms are defined broadly, looking at literary, visual and musical arts as well as dance; architecture of both private and public spaces; and artifacts of all kinds. Focus will be on folk as well as high culture; ancient as well as modern times; and traditional as well as avant-garde modes. Students examine expressions that are secular as well as religious; utilitarian as well as purely ornamental; and communal as well as personal.

IDS-350 Global Capitalism and Ethical Values **(3.00 cr.)**
(Course Offered As Needed)

A critical analysis of the methods by which the economic system of capitalism proposes to fulfill the basic economic goals for any society of what to produce, how to produce the output, and how goods and services will be distributed. The ethical and moral dimensions of how capitalism envisions and attempts to realize individual rights, societal good, just distribution of wages and goods, and individual and societal progress will also be explored. The major focus of the course will be a philosophical analysis of capitalism as the dominant means by which the global economy currently operates and consumer culture is constituted. Particular attention will be given to the impact of capitalism on women and women's rights in a globalized economy. This is an Honors colloquium. Registration is limited to Honors scholars or by permission of the instructor.

Interior Design

ID-142 History of Architectural Interiors & Furnishings **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ART 142.

ID-144 Interior Design I **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An exploration of the basic principles and skills of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. ART-101 or ART-105 are either prerequisites or corequisites to this course. Six studio hours per week. Also offered as ART-144.

ID-243 Interior Design Drafting & Presentation **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course includes continued development of architectural drafting skills with the addition of isometric, axonometric, and perspective drawing. Visual presentation skills, including rendering, will be developed. Six studio hours per week. Prerequisites: ID-144.

ID-244 Interior Design II **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Studio problems in interior design for residential projects. Included will be construction drawings, space planning, and specifications for residential interiors. Six studio hours each week. Prerequisites: ID144, ID-243 and ART-101 or ART-105.

ID-245 Housing Issues **(3.00 cr.)**
(Fall, Course Offered Every Year)

Study of psychological, physiological, social, and environmental aspects of shelter. Included will be a study of the housing needs of elderly and handicapped; cross-cultural perspective of housing; ergonomics; historic preservation; energy efficiency; and government policies influencing housing.

ID-246 Interior Design Materials **(3.00 cr.)**
(Spring, Course Offered Every Year)

An in-depth study of materials used in interior design, including textiles, window treatments, floor and wall coverings, furniture and accessories. Skills in designing window treatments, and calculating yardage needed for floor and wall coverings, window treatments and upholstered furniture.

ID-248 Technology Applications for Interior Design **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Exploration of technology techniques and tools for Interior Design. Design software and internet exploration. Introduction of computer aided drafting and design. Prerequisites: ID 144, ID 243; Pre or Co Requisite: ID 244.

ID-299 Introduction to Research in Interior Design **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and problems in Interior Design. This course will provide an introduction to the methods and techniques of the discipline. The research experience will culminate in a paper and/or presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: ID-144.

ID-342 Special Problems in CADD **(3.00 cr.)**
(previously the course number was ID-448)
(Fall and Spring, Course Offered Every Year)

Application of advanced computer aided design for residential and commercial interiors. Further exploration of overlay design packages. Prerequisites: ID 144, ID 243, ID 244, ID 248

ID-343 Construction Technology **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Survey of residential and nonresidential systems, building materials, construction methods, building codes, and wood furniture design. Prerequisites: ID-144,ID 243, ID-244. Pre or Co Requisite ID-342.

ID-344 Interior Design III **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course includes advanced presentation skills, cabinet design and detailing, residential and nonresidential studio problems relating to energy conservation and designing interiors for special populations, such as the handicapped and elderly. Six studio hours per week. Prerequisites: ID-144, ID-243, ID-244.

ID-348 Interior Lighting Design **(3.00 cr.)**
(Spring, Course Offered Every Year)

Exploration of light as a design element in interior design; lighting theory; emphasis on technical aspects of lighting; lighting calculations; lighting specification and installation. Studio problems with application to residential, office, hospitality, retail, and institutional settings. Prerequisites: ID-144, ID-243, ID-244.

ID-443 Professional Practices in Interior Design **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course will include business procedures and ethical practices of interior design; preparation of design contracts and specifications; introduction to professional organizations; portfolio critiques; project management and facilities management; interior design research and publication. Students must have senior standing to enroll. Prerequisites: ID-144, ID-243, ID-244, ID-344.

ID-444 Interior Design IV **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An advanced design studio course, this course explores large-scale design problems. Emphasis is given to multi-use spaces, building systems and codes. In addition to studio projects, research and related readings are included. Students must have senior status to enroll. Six studio hours a week. Prerequisites: ID-144, ID-243, ID-244, ID-343, ID-344.

ID-447 Contract Interior Design **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The execution of creative and functional solutions for commercial and institutional interior design problems. Included will be space planning and specification of materials and furnishings for non-residential interiors. Lecture and six studio hours each week. Prerequisites: ID-144, ID-243, ID-244, ID-344.

ID-498 Honors Thesis in Interior Design **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the interior design faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

ID-499 Research in Interior Design **(1.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research or creative project exploring issues and problems in Interior Design. The research experience will culminate in a paper and/or presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for credit for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: ID-244.

Italian

ITA-101 Elementary Italian I **(3.00 cr.)**
(Fall, Course Offered Every Year)

Introduction to modern spoken Italian. English will be used in the classroom for orientation purposes only. Grammar, graded readings, and speaking. Independent language laboratory work required each week.

ITA-102 Elementary Italian II **(3.00 cr.)**
(Spring, Course Offered Every Year)

A review and continuation of ITA-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required each week. Prerequisites: ITA-101.

ITA-205 Intermediate Italian I **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course aims to build the students' ability in speaking, reading and writing Italian, as well as understanding spoken Italian, and to allow them to delve more deeply into the culture of Italy. The course includes extensive conversational practice as well as supplemental readings of literary and cultural texts and readings from the Internet. Conducted in Italian. Prerequisite: ITA 102 (Elementary Italian II) or equivalent. Weekly work in language laboratory required. This course is a prerequisite for ITA 206. Co-requisites: None.

ITA-206 Intermediate Italian II **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course aims to build the students' ability in speaking, reading and writing Italian, as well as understanding spoken Italian. The course includes extensive conversational practice as well as supplemental readings of literary and cultural texts and from the Internet. Conducted in Italian. Prerequisite: ITA 205 (Intermediate Italian I). Weekly work in language laboratory required. Co-requisites: None.

ITA-299 Introduction to Research in Italian **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an intermediate level of complexity. In her project, the student will investigate an aspect of Italian language or literature, culture or civilization of personal interest and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and the faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from ITA from Level 200 or above.

ITA-498 Honors Thesis in Italian **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the honors student investigates an aspect of Italian language, literature, culture or civilization of personal interest and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Weekly meetings. It is expected that the honors student will spend at least ten hours per week on her thesis. Fulfills honors thesis requirement. Research performed in connection with study abroad is strongly encouraged. Prerequisites: 6 credits from ITA from Level 300 or above.

ITA-499 Junior & Senior Research in Italian **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an advanced level of complexity. In her project, the student will investigate an aspect of Italian language or literature, culture or civilization of personal interest, and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from ITA from Level 300 or above.

Latin

LAT-101 Elementary Latin I **(3.00 cr.)**
(Fall, Course Offered Every Year)

A course for beginners in the fundamentals of Latin grammar. Independent computer work required each week.

LAT-102 Elementary Latin II **(3.00 cr.)**
(Spring, Course Offered Every Year)

A review and continuation of LAT-101. Increased emphasis on reading. Independent computer work required each week. Prerequisites: LAT-101.

LAT-205 Intermediate Latin I **(3.00 cr.)**
(Fall, Course Offered Every Year)

An intermediate course in Latin designed to prepare the student for work with the more difficult authors, including Cicero and Ovid. Grammar review. Independent computer work required each week. Prerequisites: LAT-102.

LAT-206 Intermediate Latin II **(3.00 cr.)**
(Spring, Course Offered Every Year)

A continuation of LAT-205 with further emphasis on advanced readings. Independent computer work required each week. Prerequisites: LAT-205.

Legal Studies

LEG-400 Legal Survey **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An overview of the legal principles and procedures in major areas of the law, including civil procedure, torts, criminal law, contracts, real property, domestic law, wills and estates, and corporations. Open to juniors and seniors only. Permission from the Director of the Paralegal Program is required to enroll.

LEG-401 Legal Research **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Legal bibliography and research methods. Included are court reports, statutes and digests; legal encyclopedias, treatises and periodicals; computer research; legal citation form; Shepard's citations; introduction to legal writing. Open to juniors and seniors only. Permission of the Director of the Paralegal Program is required to enroll. Prerequisite: LEG-400.

Mathematics

MAT-090 Intermediate Algebra Review **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course is designed as a preparation for college algebra and other 100-level mathematics courses covering the following topics: the real number system, exponents, roots, radicals, polynomials, factoring, rational expressions, equations and inequalities, graphing linear equations and inequalities, graphing quadratic equations, and word problems. Counts as two credit hours toward course load and full-time student status but does not count as college credit.

MAT-130 Exploring With Mathematics **(3.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

This course emphasizes reasoning and communicating to clarify and refine thinking in practical areas of life. Students will gain confidence in their ability to apply their mathematical skills to applied problems and decision making. Topics will be chosen from: set theory, probability, visual representation of information, geometry, and graph theory.

MAT-141 College Algebra **(3.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

This course is a study of the algebra of functions. Topics covered include polynomial and rational functions, exponential functions and logarithmic functions. Graphing calculators will be used. Credit not allowed for both MAT-141 and MAT-144. Credit in this course is not given to students who already have credit for MAT-211.

MAT-143 Trigonometry **(2.00 cr.)**
(Fall, Spring and Summer Course Offered Every Year)

The course will emphasize the use of analytic trigonometry in a wide variety of applications. Topics covered will include trigonometric relationships in triangles, trigonometric functions and trigonometric identities. Graphing calculators will be used. Credit not allowed for both MAT-143 and MAT-144. Credit in this course is not given to students who already have credit for MAT-211.

MAT-144 Functions and Graphs **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course is a study of the algebra and geometry of functions. Topics covered include polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. Graphing calculators will be used. After completing this course, a student would have an appropriate background for MAT-211, Calculus I. Credit not allowed for both MAT-141 or MAT-143 and MAT-144. Credit in this course is not given to students who already have credit for MAT 211.

MAT-211 Calculus I **(4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of functions, limits, continuity, the derivative, and the integral. Applications of differentiation and integration include maxima, minima, marginal cost and revenue, rectilinear motion, areas and volumes. Students will use graphing calculators. May be taken without prerequisite courses with department's permission. Prerequisites: MAT-141 and MAT-143 or MAT-144).

MAT-212 Calculus II **(4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A continuation of the calculus of functions of one variable. Topics include volumes of rotation, transcendental functions, integration techniques, polar coordinates, parametric equations, and infinite series. Students will use graphing calculators and computer packages. May be taken without prerequisite with department's permission. Prerequisites: MAT-211.

MAT-220 Linear Algebra **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of vector spaces, linear transformations, matrices, determinants, and their applications. Students will use calculators and computer packages. Prerequisites: MAT-211.

MAT-245 Statistics I **(3.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

A general introduction to descriptive and inferential statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical analysis technology. May be taken without prerequisites with department's consent. Prerequisites: MAT-141 or MAT-144.

MAT-250 Introduction to Mathematical Reasoning **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course is a study of logic and an introduction to various techniques of mathematical proof, including direct proof, indirect proof, and proof by induction. Students will be involved actively in the construction and exposition of proofs from multiple representations— visually, numerically, symbolically—and will present their reasoning in both oral and written form. Topics covered include sets and basic properties of the integers, rational numbers, and real numbers. Throughout the course, students will explore strategies of problem-solving and active mathematical investigation. After completing this course, a student would have an appropriate background for upper-level theoretical mathematics courses. Prerequisites: MAT 212 or Corequisites: MAT 212 with permission of the instructor.

MAT-262 Discrete Mathematics **(3.00 cr.)**
(Spring, Course Offered Every Year)

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as CSC-262. May be taken without prerequisites with department's consent. Prerequisites: MAT-141 and MAT-143 or MAT-144.

MAT-264 Topics in Math-Middle Grades Licensure **(1.00–2.00 cr.)**
(Fall, Course Offered Every Year)

An independent study designed to complete the mathematics concentration for a Middle Grades [6-9] Licensure Program. The course is tailored for each student according to her mathematical background, and therefore may carry 1 or 2 semester hours credit. A student usually takes the course in conjunction with MAT-764, which is offered every fall. May not be counted toward a mathematics major or minor. Prerequisite: admission to the Teacher Education Program or permission of the instructor. Instructor's consent required.

MAT-290 Honors Math Lab **(1.00 cr.)**
(Fall, Course Offered Every Year)

Students work in teams to explore via computer various mathematical concepts. The experiment-conjecture-proof technique allows students to experience some of the excitement of discovering mathematics. During the lab period, the teams interact in a cooperative setting and discuss the meaning of what they are learning. All of the labs contain dynamical graphical displays which enhance the students' understanding of the topics studied. At the end of each experiment, students submit a written report describing their findings. Pre or Corequisite courses: MAT-211, 212 or 213.

MAT-299 Introduction to Mathematics Research **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original research in mathematics. Students will submit findings in a formal written report and will give an oral presentation. Students will be expected to work approximately three hours per week on the research project for each semester hour of credit. May be repeated for a maximum of six credit hours.

MAT- 314 Calculus III **(4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of vectors in two and three dimensions, vector algebra, vector functions, vector calculus and multivariable calculus. This includes three-dimensional analytic geometry, partial differentiation and multiple integrals, line and surface integrals, Green's Theorem, Divergence Theorem, Stokes's Theorem and applications. Students will use technology for exploration and problem solving. May be taken without prerequisite with department's permission. Prerequisite: MAT-212.

MAT-321 Modern Abstract Algebra **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of general algebraic systems. Topics covered will include relations, mappings, groups, rings, and fields. Group theory is emphasized. Prerequisites: MAT-250.

MAT-334 Modern College Geometry **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

A course emphasizing Euclidean geometry and introducing hyperbolic, elliptic, and transformational geometries. Students will use methods of discovery, construction, and proof to study geometric systems. Prerequisites: MAT-250, 3 courses from MAT except MAT-130, MAT-141, MAT-143, MAT-144.

MAT-340 Probability and Statistics **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

The study of probability and statistical inference. Emphasis is placed on the theoretical development of probability distributions, discrete, continuous, and multivariate, and the sampling distributions used in statistical inference. Prerequisites: MAT-212, MAT-245.

MAT-345 Statistics II **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

A continuation of MAT-245 which includes linear models [simple and multivariate], analysis of variance, and regression analysis [linear and non-linear]. Application of these topics will be drawn from business, economics, the social sciences, biology and other areas. Students will use statistical analysis technology. Prerequisites: MAT-245 or PSY 200.

MAT-348 Non-Parametric Statistics **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A study of distribution-free statistical methods. Estimation and hypothesis testing when population distributions are specified only in broad terms. Studies of randomness, trend, independence, symmetry, and goodness-of-fit. Analysis of qualitative [nominally scaled] and ranked data. Chi-squared tests, rank procedures, Spearman rank-correlation, and other methods. Students will use statistical analysis technology. Prerequisites: MAT-245 or PSY-200.

MAT-354 Differential Equations **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A study of first order differential equations, linear differential equations of higher order, Laplace transforms, and applications. Students will use a computer package. Prerequisites: MAT-212.

MAT-360 Numerical Analysis **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as CSC-360. Prerequisites: MAT-212.

MAT-362 Topics in Discrete Mathematics **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

Topics chosen from combinatorics, graph theory, and other areas of discrete mathematics of particular application in computer science. Prerequisites vary with the topics studied.

MAT-410 Advanced Calculus **(3.00 cr.)**
(Spring, Course Offered Every Year)

A rigorous treatment of the foundations of calculus. A study of the algebraic and topological properties of the real numbers; one-variable calculus, including limits, continuity, differentiation, Riemann integration, and series of functions. Prerequisites: MAT-250, MAT-313.

MAT-415 Topics in Analysis **(3.00 cr.)**
(Fall, Course Offered Every Year)

Topics chosen from among the areas of multivariable calculus, advanced calculus, real analysis, or complex variables. Prerequisites: MAT-250, MAT-313.

MAT-425 Topics in Algebra **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

Topics chosen from the areas of advanced linear algebra, number theory, or abstract algebra. Prerequisites vary with the topic studied.

MAT-434 Topics in Geometry & Topology **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

Topics chosen from the areas of geometry or topology. Prerequisites: MAT-250.

MAT-490 Senior Seminar **(3.00 cr.)**
(Fall, Course Offered Every Year)

Students will work in teams on problem solving and on a research project. The results of the research project will be presented in both written and oral forms. Topics will also include selected readings in the discipline and study of professional organizations. A satisfactory score on the end-of-course test is required for completion of the course. Open to seniors only.

MAT-498 Honors Thesis in Mathematics **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the mathematics faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only. Second semester juniors may enroll with permission of the faculty mentor.

MAT-499 Research in Mathematics **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. Open to juniors and seniors majoring in mathematics and to others by permission of the department. May be repeated for credit for a maximum of six credit hours.

MAT-764 Methods Secondary/Middle Math **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of the philosophy and objectives of mathematics education, emphasizing methods and materials needed for teaching mathematics in the middle and secondary schools. Attention is given to the importance of planning for instruction and evaluating both the instruction and student performance. Students must demonstrate their skills in planning, teaching, and evaluating. Instructor's consent required.

Medieval & Renaissance Studies

MRE-201 Pilgrims, Poets, and Prophets **(3.00 cr.)**
(Fall, Course Offered Every Year)

The pilgrimage route of medieval Europe lends structure to this exploration of the culture and civilization of the Middle Ages. The course focuses on France but also considers England, Italy, and Spain. Along the way, students explore selected works of architecture and oral literature, for example, the "Chanson de Roland" or the romances of "Tristan and Yseut;" discover the art of memory as prologue to a study of writing and the design and production of books; consider the birth of the university and early forms and programs of academic study; and evaluate the clash of Christian and Islamic values. Excerpts from the works of Calabrian poet Joachim of Flora provide insight into medieval notions of history, the Endtime, and the Other. Required of all Medieval and Renaissance Studies minors. Must be completed prior to enrollment in a research course, or must be 3 of the last 9 hours taken to satisfy requirements for the minor.

MRE-299 Introduction to Research in Medieval/Renaissance Studies **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor, the student investigates an aspect of medieval and renaissance studies of interest to her and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Research performed in connection with study abroad is strongly encouraged. Permission of the Medieval and Renaissance Studies program coordinator required prior to enrollment. Prerequisites: MRE-201.

MRE-498 Honors Thesis Medieval/Renaissance Studies **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor, the honors student investigates an aspect of medieval and renaissance studies of interest to her and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Research performed in connection with study abroad is strongly encouraged. Permission of the Medieval and Renaissance Studies program coordinator required prior to enrollment. Prerequisites: MRE-201.

MRE-499 Research in Medieval/Renaissance Studies **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor, the student investigates an aspect of medieval and renaissance studies of interest to her and, as a culminating experience for the minor, prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Research performed in connection with study abroad is strongly encouraged. Students wishing to build on an earlier research experience in medieval and renaissance studies or to begin a new topic of personal or academic interest may repeat this course for credit for a maximum of 6 credit hours. Permission of the Medieval and Renaissance Studies Program Coordinator and Junior or senior standing required. Prerequisites: MRE-201.

Music

MUS-100 Elementary Theory & Composition **(3.00 cr.)**
(Fall, Course Offered Every Year)

Introduction to the theory of music and its creation; fundamental aspects of melody and harmony explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, composition and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Three class hours weekly; at least one hour per week in the computer laboratory. Prerequisites: MUS-100.

MUS-101 Elementary Theory & Composition **(3.00 cr.)**
(Spring, Course Offered Every Year)

Introduction to the theory of music and its creation; fundamental aspects of melody and harmony explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, composition and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Three class hours weekly; at least one hour per week in the computer laboratory. Prerequisites: MUS-100.

MUS-140 Elementary Keyboard Harmony I **(1.00 cr.)**
(Fall, Course Offered Every Year)

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns. Sight-reading. Methods of keyboard improvisation are introduced. Regular and accelerated sections are offered. Prerequisites: The ability to read music and some basic piano study.

MUS-141 Elementary Keyboard Harmony II **(1.00 cr.)**
(Spring, Course Offered Every Year)

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns. Sight-reading. Methods of keyboard improvisation are introduced. Regular and accelerated sections are offered. Prerequisites: MUS-140.

MUS-150 Elementary Ear-Training **(1.00 cr.)**
(Fall, Course Offered Every Year)

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction with sight-singing. Use of programmed computer instruction in a lab setting to drill these skills. Students must be able to read music and to match pitch.

MUS-151 Elementary Ear-Training **(1.00 cr.)**
(Spring, Course Offered Every Year)

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction with sight-singing. Use of programmed computer instruction in a lab setting to drill these skills. Students must be able to read music and to match pitch. Prerequisites: MUS-150.

MUS-202 Advanced Theory & Composition **(3.00 cr.)**
(Fall, Course Offered Every Year)

Review and continuation, through analysis and composition, of functional harmony. Seventh, ninth, and eleventh chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisites: MUS-101.

MUS-203 Advanced Theory & Composition **(3.00 cr.)**
(Spring, Course Offered Every Year)

Review and continuation, through analysis and composition, of functional harmony. Seventh, ninth, and eleventh chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisites: MUS-202.

MUS-214 Music Appreciation **(3.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge is required.

MUS-215 Music Literature **(2.00 cr.)**
(Spring, Course Offered Every Year)

An introduction to music from a global perspective, to musical resources such as reference materials, to aural analysis of music, and to score analysis. Students learn to listen actively to music from folk, popular and art traditions, both Western and non-Western. The process of writing about music will be explored as will career opportunities in music. This course is a foundation for more advanced studies in music history and literature and is designed for music majors and for students with some formal music background. Required of freshman majors; prerequisite to music history and literature courses.

MUS-220 Pedagogy I **(2.00 cr.)**
(Spring, Course Offered Every Year)

Survey of beginner methods and elementary literature, technique, and theory. Observation of lessons of beginning and elementary students. One class meeting and one observation per week. A separate section is offered for each applied area as needed. Prerequisites: MUS-101 MUS-215.

MUS-242 Intermediate Keyboard Harmony I **(1.00 cr.)**
(Fall, Course Offered Every Year)

Reinforcement at the keyboard of harmonic vocabulary associated with MUS-202 and MUS-203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization of melody, score reading, sight-reading, transposition, and improvisation. Prerequisites: MUS-141.

MUS-243 Intermediate Keyboard Harmony II **(1.00 cr.)**
(Spring, Course Offered Every Year)

Reinforcement at the keyboard of harmonic vocabulary associated with MUS-202 and MUS-203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization of melody, score reading, sight-reading, transposition, and improvisation. Prerequisites: MUS-242.

MUS-244 Fundamental Concepts of Music **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Vocabulary, basic music notation, and general concepts of music will be introduced through a beginning study of singing and playing recorder and melody bells. Required of all K–6 licensure students.

MUS-252 Intermediate Ear-Training **(1.00 cr.)**
(Fall, Course Offered Every Year)

Continued development of ear-training, sight-singing, and conducting skills begun in MUS-150 and MUS-151. Prerequisites: MUS-151.

MUS-253 Intermediate Ear-Training **(1.00 cr.)**
(Spring, Course Offered Every Year)

Continued development of ear-training, sight-singing, and conducting skills begun in MUS-150 and MUS-151. Prerequisites: MUS-252.

MUS-256 Phonetics/Singers-English & Italian **(1.00 cr.)**
(Spring, Odd-Numbered Years Only)

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian and English. Emphasis on application of principles of pronunciation to texts in vocal literature.

MUS-257 Phonetics/Singers-French **(1.00 cr.)**
(Fall, Odd-Numbered Years Only)

Study of the International Phonetic Alphabet and its application to the pronunciation of French. Emphasis on application of principles of pronunciation to texts in vocal literature.

MUS-258 Phonetics/Singers-German **(1.00 cr.)**
(Spring, Even-Numbered Years Only)

Study of the International Phonetic Alphabet and its application to the pronunciation of German. Emphasis on application of principles of pronunciation to texts in vocal literature.

MUS-299 Introduction to Research in Music **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomores who have an interest in music and who would like to work individually with a faculty member on a project involving research, performance, or other creative endeavor in music. In conjunction with a faculty member, the student will formulate and execute a project at an intermediate level of complexity. The project will require a culminating experience involving a written report and/or a public presentation of its purpose, process, and outcomes. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: MUS-100 or MUS-215.

MUS-300 Beginning Conducting **(2.00 cr.)**
(Fall, Course Offered Every Year)

Students will learn basic conducting patterns, techniques, and beginning rehearsal procedures for instrumental and choral ensembles. Prerequisites: MUS-101

MUS-301 Choral Conducting & Literature **(2.00 cr.)**
(Spring, Course Offered Every Year)

A study of more advanced conducting patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Prerequisites: MUS-300.

MUS-302 Instrumental Conducting **(2.00 cr.)**
(Spring, Course Offered Every Year)

A study of orchestral and band literature through advanced score study and interpretation as it relates to various ensemble performance levels. Effective rehearsal techniques and gesticulation are discussed

MUS-304 Instrumentation **(1.00 cr.)**
(Fall, Course Offered Every Year)

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisites: MUS-202.

MUS-306 Orchestration **(2.00 cr.)**
(Spring, Course Offered Every Year)

Building upon principles established in instrumentation, students engage in a more in-depth examination of orchestral practices of the 18th, 19th, and 20th centuries with special emphasis on the study of blend, balance, and timbre within the orchestra. Techniques of transcription and arranging for the secondary level school orchestra and wind ensemble are included. Prerequisites: MUS-304.

MUS-308 Choral Arranging **(2.00 cr.)**
(Spring, Course Offered Every Year)

Exploration of the various techniques available for arranging sung melody. Emphasis is upon counterpoint, vocal ranges, voicings, form, and accompanying instruments used in arranging music for two to four or more vocal parts. Assignments are designed to meet the needs of each individual student. Prerequisites: MUS-202.

MUS-310 Medieval and Renaissance Music **(2.00 cr.)**
(Fall, Course Offered Every Year)

A historical and stylistic study of music from ancient Greece through the end of the Renaissance [1600], including analysis, composition in specific styles, performance, and listening. Overview of non-western styles. Prerequisites: MUS-101, MUS-215.

MUS-311 Baroque and Early Classic Music **(2.00 cr.)**
(Spring, Course Offered Every Year)

A historical and stylistic study of music of the Baroque and early classic periods [1600-1800], including analysis, composition in specific styles, performance, and listening. Prerequisites: MUS-101, MUS-215.

MUS-312 Classic and Romantic Music **(2.00 cr.)**
(Fall, Course Offered Every Year)

A historical and stylistic study of music of the Viennese Classic and Romantic periods [1720-1900], including analysis, composition, performance, and listening. Prerequisites: MUS-101, MUS-215.

MUS-313 20th Century Music **(2.00 cr.)**
(Spring, Course Offered Every Year)

A historical and stylistic study of music of the 20th century, including analysis, composition, performance, and listening. Prerequisites: MUS-101, MUS-215.

MUS-314 Literature of Applied Music **(2.00 cr.)**
(Varies, Contact Dept. Head)

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. A separate section is offered for each applied area as needed. Faculty and student performances of representative compositions will be incorporated.

MUS-321 Pedagogy II **(2.00 cr.)**
(Fall, Course Offered Every Year)

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week. Prerequisites: MUS-101, MUS-215.

MUS-322 Practicum **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Teaching a beginning student on a one-to-one basis, one lesson per week. Teaching will be observed and critiqued periodically by the instructor. Continues through two semesters. A separate section is offered for each applied area, as needed.

MUS-395 History and Liturgies **(2.00 cr.)**
(Varies, Contact Dept. Head)

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies).

MUS-396 Hymnology **(2.00 cr.)**
(Varies, Contact Dept. Head)

A study of the hymns of the Christian church, their history, and their function in worship.

MUS-397 Organization & Administration **(2.00 cr.)**
(Varies, Contact Dept. Head)

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church.

MUS-423 Pedagogy III **(2.00 cr.)**
(Spring, Course Offered Every Year)

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week.

MUS-424 Practicum **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Teaching one or more students beyond the beginning level. Teaching will be observed and critiqued by the instructor. Continues through two semesters.

MUS-425 Seminar/Internship **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Studio internship with a professional piano teacher, either at Meredith or in private practice, to last six to eight weeks. Pedagogy seminar, covering a topic of importance to the prospective teacher, to last six weeks.

MUS-455 Opera Workshop **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course focusing on preparation and performance of opera scenes or of a complete opera. This course offers singers in various stages of vocal development an opportunity to learn basic stagecraft. Emphasis on character development, ensemble acting, role preparation. Scenes and roles will be assigned, musically prepared, staged and presented in a performance at the end of each semester. Functions in collaboration with Capitol Opera Raleigh. May be repeated for credit.

MUS-494 Seminar in Music Literature **(2.00 cr.)**
(Fall, Course Offered Every Year)

Research in topics related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester.

MUS-495 Seminar in Theory **(2.00 cr.)**
(Spring, Course Offered Every Year)

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, period styles of important composers. Prerequisites: MUS 203.

MUS-496 Seminar in Musical Theatre **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. May be taken without prerequisite course with instructor's consent. Also offered as THE-496. Prerequisites: THE-114.

MUS-498 Honors Thesis in Music **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination, and analysis of knowledge in music. The project must meet honors program thesis requirements as well as expectations of the music faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

MUS-499 Research in Music **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Open to junior and senior music majors or others with permission. In conjunction with a music faculty mentor, the student will formulate and execute an original research project at an advanced level of complexity culminating in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: MUS-203 and 4 credits from courses MUS-310, MUS311, MUS-312, MUS-313.

MUS-503 Advanced Conducting **(2.00 cr.)**
(Varies, Contact Dept. Head)

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance.

MUS-506 Music Technology **(2.00 cr.)**
(Varies, Contact Dept. Head)

A survey of the materials and methods of making music using the tools of digital technology, including computer hardware and software. Emphasis is on understanding the use of these tools and their practical application to common tasks of the teacher, performer, and composer/arranger. Time is equally divided between lecture/demonstration and hands-on lab work

MUS-720 Materials & Methods in Elementary School **(2.00 cr.)**
(Fall, Course Offered Every Year)

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and lesson planning. Public school observation and teaching are included. Prerequisites: MUS101, MUS-151.

MUS-721 Materials & Methods in Middle School **(2.00 cr.)**
(Spring, Course Offered Every Year)

A study of teaching methodologies appropriate for middle school with special attention given to classroom management, middle school choral and instrumental programs, general music, and music assessment.

MUS-722 Materials & Methods in Secondary School **(2.00 cr.)**
(Fall, Course Offered Every Year)

A study of the scope and sequence in the music program in the secondary school with special emphasis on the choral program. Attention is given to the changing voice, rehearsal techniques, scheduling, program building and choral performance preparations. Public school observation and teaching are included. Prerequisites: MUS-101, MUS-151.

MUS-723 Instrumental Materials & Methods **(2.00 cr.)**
(Spring, Course Offered Every Year)

Designed for music education majors planning to be band or orchestral conductors in schools, this class deals with techniques and repertoire appropriate for beginning and advanced school ensembles. School observation and teaching is required.

Music, Applied

CLASSES

MUA-040 Beginning Class Piano **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Introduction to fundamentals of the keyboard. Familiar songs, sight-reading, transposition, chords, ensemble playing.

MUA-041 Intermediate Class Piano **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A continuation of MUA-040. Additional music from the classical and popular repertoire. May be taken without prerequisite course with instructor's consent. Prerequisites: MUA-040.

MUA-050 Beginning Class Voice **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Class lessons in voice will provide the non-major student an introduction to the fundamental techniques required to develop a stable and healthy singing voice. Students will explore the roots of vocal identity, breathing system, posture, initiating tone, vocal registration, optimizing tone quality, learning and performing a song. No previous vocal/choral experience necessary.

MUA-060 String Instruments **(1.00–3.00 cr.)**

(Fall or Spring, Once Every Three Semesters)

Students will learn and apply basic pedagogical techniques for the violin, viola, cello, and bass. Emphasis will be placed beginning level performance of violin or viola, and cello or bass. Materials and teaching methods will be thoroughly explored

MUA-068 Guitar Class **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished.

MUA-070 Woodwind Techniques **(2.00 cr.)**

(Fall or Spring, Once Every Three Semesters)

Students will learn proper performance techniques for flute, oboe, clarinet, and bassoon. Areas covered include embouchure, tonguing, tone production, range, transposition, foreign names, and other applications such as instrument repair and maintenance. Appropriate teaching methods for beginning and intermediate players will be discussed and applied.

MUA-080 Brass & Percussion Techniques **(2.00 cr.)**

(Fall or Spring, Once Every Three Semesters)

In the brass portion of the class, students will learn proper performance techniques for trumpet, French horn, trombone, and tuba. In the percussion portion of the class, students will learn to play snare drum and be exposed to the basic skills in timpani, mallet instruments, and accessory percussion instruments. Throughout the semester they will learn appropriate teaching methods for beginning and intermediate players.

INDIVIDUAL INSTRUCTION

Private lessons in the following instruments are available, including technical studies, repertoire, and studies in improvisation appropriate to the student's level of advancement.

MUA-044 Preparatory Piano **(1.00–4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

Repertoire may range from beginning materials to more advanced repertoire appropriate to the individual student.

MUA-054 Preparatory Voice **(1.00–4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

Repertoire may range from beginning materials to more advanced repertoire appropriate to the individual student.

MUA-105 Composition **(1.00-4.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-144 Piano I **(1.00-4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

J.S. Bach—Easier preludes, dance movements, inventions or sinfonias; a sonata-form movement from a Classical period sonata or sonatina; an etude and character piece from the Romantic period; compositions from the Impressionistic or Nationalistic schools; an American composition composed after 1950.

MUA-145 Organ I **(1.00–4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

Manual and pedal technique. Bach Eight Little Preludes and Fugues, Orgelbuechelein; Dupre Seventy-Nine Chorales; works of comparable difficulty from all periods; hymn playing.

MUA-146 Harpsichord I **(1.00–4.00 cr.)**

(Varies, Contact Dept. Head)

MUA-154 Voice I **(1.00–4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

Position and poise of the body, exercises to enhance vocal freedom through coordination of breath and tone. Emphasis on evenness of tone and smoothness of phrase. Simpler songs from classical literature, English and Italian pronunciation.

MUA-164 Violin I **(1.00–4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by DeBeriot and Accoloay; sonatinas by Schubert.

MUA-165 Viola I **(1.00–4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

MUA-166 Cello I **(1.00–4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

MUA-167 Double Bass I **(1.00–4.00 cr.)**

(Varies, Contact Dept. Head)

MUA-168 Guitar I **(1.00–4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguardo, Giulini. May be taken without course prerequisite with instructor's consent. Prerequisites: MUA-068.

MUA-174 Flute I **(1.00–4.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

MUA-175 Clarinet I **(1.00–4.00 cr.)**

(Fall and Spring, Course Offered Every Year)

MUA-176 Oboe I **(1.00–4.00 cr.)**

(Varies, Contact Dept. Head)

MUA-177 Saxophone I **(1.00–4.00 cr.)**

(Fall and Spring, Course Offered Every Year)

MUA-178 Bassoon I **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-179 Harp I **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-184 Trumpet I **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-185 French Horn I **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-186 Trombone I **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-187 Euphonium I **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-189 Percussion I **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-205 Composition II **(1.00–4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-244 Piano II **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

J.S. Bach—A prelude and fugue from WTC, or two contrasting dance movements from a suite; a complete sonata by a Classical composer; a character piece from the Romantic period; a composition such as an etude or toccata from the 20th century; a piece composed since 1950.

MUA-245 Organ II **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; service-playing, improvisation.

MUA-246 Harpsichord II **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-254 Voice II **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

MUA-264 Violin II **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Scales and arpeggios in three octaves; Mazas Etudes Speciales, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

MUA-265 Viola II **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-266 Cello II **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-267 Double Bass II **(1.00-4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-268 Guitar II **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Continued work with technique; Segovia, diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

MUA-274 Flute II **(1.00-4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-275 Clarinet II **(1.00-4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

MUA-276 Oboe II **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-277 Saxophone II **(1.00–4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

MUA-278 Bassoon II **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-284 Trumpet II **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-285 French Horn II **(1.00–4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

MUA-289 Percussion II **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-305 Composition III **(1.00–4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Composition in various forms for voice, chorus,individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-344 Piano III **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

J.S. Bach—A prelude and fugue, a complete suite, or toccata; a complete sonata by a Classical or Romantic composer; a piece or movement from the piano ensemble literature.

MUA-345 Organ III **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Bach, smaller works of the mature master period, selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque; service-playing, improvisation.

MUA-346 Harpsichord III **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-354 Voice III **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

MUA-364 Violin III **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Technical work continued; etudes by Kreutzer and Horillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

MUA-365 Viola III **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-366 Cello III **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-367 Double Bass III **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-368 Guitar III **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

MUA-374 Flute III **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-375 Clarinet III (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-376 Oboe III (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-377 Saxophone III (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-378 Bassoon III (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-389 Percussion III (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-405 Composition IV (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-444 Piano IV (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A major work, or group of shorter works, 10-15 minutes in duration, from the Baroque or Classical periods; a complete sonata or a major single work, 10-15 minutes in duration, from the Classical or Romantic periods; a major work, or group of shorter works, by a Romantic composer; a major work, or group of shorter works, representing the 20th century.

MUA-445 Organ IV (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Bach, larger works of the mature master period; compositions of Frånck, Widor, Vieme, Mendelssohn, Reger, and other romantics; early Baroque, larger 20th century compositions; service-playing, improvisation.

MUA-446 Harpsichord IV (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-454 Voice IV (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Technical work continued, stressing flexibility. Total repertory [MUA154 through MUA-454] to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

MUA-464 Violin IV (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

MUA-465 Viola IV (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-466 Cello IV (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-467 Double Bass IV (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-468 Guitar IV (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works; music for guitar and ensemble.

MUA-474 Flute IV (1.00–4.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-475 Clarinet IV (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-476 Oboe IV (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-477 Saxophone IV (1.00–4.00 cr.)
(Fall and Spring, Course Offered Every Year)

MUA-478 Bassoon IV (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

MUA-489 Percussion IV (1.00–4.00 cr.)
(Varies, Contact Dept. Head)

RECITALS

MUA-290 Sophomore Recital (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A solo recital (which may be shared by two or three performers). Prerequisites: 4 student recital appearances, approved by the faculty in the student's applied music area, and a hearing at least two weeks prior to the recital. Recital fee assessed.

MUA-390 Junior Recital (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A solo recital (which may be shared by two or three performers), given during the student's junior year. Prerequisites: 6 student recital appearances, approved by the faculty in the student's applied music area, and a hearing at least two weeks prior to the recital. Recital fee assessed.

MUA-391 Lecture-Recital (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

The piano pedagogy student will present a lecture-recital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy. Recital fee assessed.

MUA-490 Graduation Recital (Performance majors) (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A 50- to 60-minute recital including music at senior level to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in performance. Performance majors only. Recital fee assessed.

MUA-491 Graduation Recital
(B.A. or Music Education Majors) (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A 20- to 60-minute recital, including music at the appropriate level of advancement, to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in music education or for the Bachelor of Arts degree with a major in music. B.A. or music education majors only. For the Bachelor of Arts candidate, a culminating project which combines research and performance may be substituted for a solo or shared recital. This substitution may be made upon recommendation of the faculty. Recital fee assessed.

Music Ensembles

MUE-134 Meredith Chorus (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to all students without audition. Gives approximately two performances per semester on and off of the campus. Students learn to advance their choral performance skills. A wide variety of music is programmed.

MUE-136 Accompanying Class (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. Two credit hours of accompanying class are required for credit in accompanying, or for accompanying a recital. Students are urged to take this class as early in their studies as possible.

MUE-139 Handbell Choir (1.00 cr.)
(Varies, Contact Dept. Head)

Handbell ringers perform on and off campus. Students must be able to read music. Instructor's consent required.

MUE-231 Wind Ensemble (1.00 cr.)
(Varies, Contact Dept. Head)

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-232 Flute Ensemble (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-233 Chamber Music Ensemble (1.00 cr.)
(Varies, Contact Dept. Head)

Rehearsal and performance of chamber music, selected to match the abilities of the students enrolled. Instructor's consent required.

MUE-235 Raleigh Concert Band (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Instructor's consent required.

MUE-236 Accompanying (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. In addition, these students are expected to accompany [with or without credit] every semester, except for the two semesters that they are in a choral ensemble. Normally, one of the following is expected for one hour of credit: a) prepare to accompany a recital for one major; b) ac-company lessons, jury examinations, and student recital appearances for one major; c) accompany lessons and juries for two non-majors [the equivalent of one 60-minute or two 30-minute lessons]; or d) accompany an ensemble. Any work beyond this must be approved by the accompanist's principal applied instructor. Non-music majors may earn credit by accompanying lessons and juries for one 60minute or two 30-minute lessons. Prerequisites: MUE-136.

MUE-237 String Ensemble (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-238 Meredith Orchestra (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled. Instructor's consent required.

MUE-332 Flute Quartet (1.00 cr.)
(Varies, Contact Dept. Head)

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-334 Meredith Chorale (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A select group of approximately 35–45 singers who represent the College in several concerts per semester both on campus and off. A music tour is planned each spring and other off campus experience as opportunity arises. By audition only. Instructor's consent required.

MUE-335 Encore (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A group of about eight singers who perform small ensemble literature such as jazz, barbershop, madrigal, motets and some popular music. Performances occur both on campus and off. Admission by audition only. Instructor's consent required. Co-requisite courses: for music majors whose principal applied study is voice: MUE-334 or MUE 134

MUE-336 Piano Ensemble (1.00 cr.)
(Varies, Contact Dept. Head)

Study of works for piano, four hands or two pianos. Instructor's consent required.

MUE-338 Raleigh Symphony Orchestra (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

A community orchestra which rehearses and performs primarily at Meredith. Conductor's and Instructor's consent required.

Philosophy

PHI-105 Philosophy of Religion (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course examines how reason and faith seek in different ways to provide answers to the major questions which people have always asked about the nature and meaning of life. The questions dealt with include the following: What are the various avenues to knowledge, or truth? What are the differing functions of literal and symbolic language? What are the arguments for the existence of God? Can the pluralism of religions be reconciled in unity? Is there a solution to the problem of evil? Is there hope of immortality? Also offered as REL 105.

PHI-201 Introduction to Philosophy (3.00 cr.)
(Fall, Course Offered Every Year)

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion.

PHI-205 Political Ideas Seminar (3.00 cr.)
(Spring, Course Offered Every Year)

Selected readings from original sources in the area of modern and contemporary political philosophy. Topics covered include democracy, liberalism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. (Required for politics majors, who should take it in their sophomore or junior year.) Also offered as POL-205. Prerequisites: ENG-111.

PHI-210 Critical Thinking (3.00 cr.)
(Varies, Contact Dept. Head)

The purpose of the course is to learn to recognize and evaluate informal arguments found in ordinary language and everyday-life situations. Students will work toward the skill of quick recognition of patterns of thought and direct evaluation of the their validity. Belief in the power of rational analysis will be encouraged, so that main points (premises, evidences, and inferences) can be distinguished from minor, irrelevant, or misleading points in various media of communication.

PHI-251 Ancient Greek Philosophy **(3.00 cr.)**
(Varies, Contact Dept. Head)

An intellectual-historical survey of the Greek mind with its major contributions to Western thought. An effort to uncover major milestones in Greek thinking by understanding some of the historical and cultural movements which issued into the great philosophical systems.

PHI-252 Modern Philosophy **(3.00 cr.)**
(Varies, Contact Dept. Head)

A survey of philosophy in the 19th and 20th centuries, with particular attention to the movements of existentialism and linguistic analysis.

PHI-344 Biomedical Ethics **(3.00 cr.)**
(Fall Or Spring, Course Offered Every Year)

Recent technological and economic developments in the biomedical fields have led to considerable public debate about the ethical implications for patients, health professionals and providers, biomedical researchers and research subjects. We will be exploring such issues as professional and institutional ethics, the new reproductive technologies, genetic engineering, organ transplants, biomedical research, and the access to and allocation of health care. The course aims at promoting students' understanding of and participation in the on-going public discussion with respect to the rights and duties of the various parties involved and the evolving formulation of public policy. Because this is a course in ethical reflection and application, considerable emphasis will be placed on case study analysis and class discussion. Also offered as REL-344. Prerequisite: One 100-level Religion course.

PHI-345 Environmental Ethics **(3.00 cr.)**
(Fall Or Spring, Course Offered Alternate Years)

This course explores ethical issues that arise in connection to the environment including: biodiversity; wilderness preservation; pollution; population; private property and common resources; intergenerational justice; environmental public policy; and corporate responsibility. Students will be introduced to the historical traditions of thought with respect to the environment, new and emerging forms of environmental ethics and the practical application of ethical theories and principles to current environmental concerns. Particular attention will be give to the ethical challenges of weighing competing interests and claims of individuals, social groups and institutions, future generations and the broader biotic community. Also offered as REL-345. Prerequisite: One 100-level Religion course.

Physical Education

PED-110 Swimming for Non-Swimmers **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course designed for non-swimmers with emphasis on water adjustment and basic strokes essential for survival in the water.

PED-113 Synchronized Swimming I **(1.00 cr.)**
(Spring, Course Offered Every Year)

An introduction to synchronized swimming fundamentals including figures, stroke variations and choreography. Prerequisite: knowledge of basic strokes.

PED-120 Beginning Cross Training **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course designed to provide cardiovascular fitness through aerobic dance movements. Includes muscle strength & stretch activities, and various cardiovascular exercises.

PED-121 Aerobic Dance-Cardio Funk **(1.00 cr.)**
(Varies, Contact Dept. Head)

A course designed to provide cardiovascular fitness through aerobic street dance movements.

PED-122 Aerobic Dance-Exercise **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course designed to provide cardiovascular fitness through aerobic dance movements. This course explores aerobic workouts such as hi-lo impact, step, funk, and interval aerobics.

PED-124 Strength Training **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to strength training with emphasis on the basic principles of exercise, and safe and effective training techniques.

PED-125 Aquatic Fitness **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A water aerobics course with emphasis on improving cardiovascular fitness through movement exercise in the water to music. Must be able to swim two lengths of the pool to enroll in this course.

PED-126 Muscle Strength and Stretch **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to a variety of exercises to increase muscular strength, muscular endurance and flexibility using resistance bands and tubes, fit balls, free weights and medicine balls.

PED-127 Conditioning **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course designed to provide students with opportunities to gain knowledge and skills necessary for safe and effective strength training and cardiovascular conditioning. Students will have access to strength machines and free weights, as well as cardiovascular equipment such as stationary bikes, climbers, treadmills and elliptical trainers.

PED-128 Walk, Jog, Run for Health & Fitness **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course designed to provide students with a functional understanding of the health-related fitness components and their effect on daily living and long-term health. Discussion of health risks, nutritional factors and principles of exercise are included. Emphasis is on walking, jogging and running activities as a means of improving health-related fitness, also stresses setting long-term goals to change or maintain wellness.

PED-129 Pilates **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course designed to strengthen core musculature and increase flexibility. Specific attention is given to safe and effective balance, breathing, and posture.

PED-140 Archery **(1.00 cr.)**
(Varies, Contact Dept. Head)

Instruction in target shooting with bow and arrows, safety precautions, equipment use, scoring, and terminology. Recommended for all skill levels.

PED-141 Beginning Badminton **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course designed for beginners which includes instruction in basic badminton skills [grip, strokes, and serve], rules and strategies for singles and doubles play, and in-class competition.

PED-142 Beginning Bowling **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Instruction in ball selection, grip, stance, approach, delivery, bowling etiquette, safety precautions, rules, scoring, and terminology. Taught off campus, transportation not provided. Activity fee assessed.

PED-143 Beginning Golf **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A course designed for beginners which includes instruction in basic golf skills [grip, stance, full-swing with irons, chipping, approach shots, and putting], etiquette, safety precautions, rules, scoring, and terminology. Activity fee assessed.

PED-146 Beginning Tennis **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A beginning course which includes instruction in basic tennis skills [grip, groundstrokes, serve, and volley], rules and strategies for singles and doubles play, and in-class competition.

PED-147 Beginning Fencing **(1.00 cr.)**

(Spring, Course Offered Every Year)

The art of swordplay will be introduced to students in a safe and controlled manner. Students will learn mobility and manipulative skills to attack and defend themselves against an opponent. Students will also learn the history and etiquette of this ancient sport, as well as gain knowledge of how to officiate fencing bouts.

PED-148 Yoga **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course provides a foundation for beginners. Students learn warm-up and breathing exercises, as well as basic Yoga asanas. Particular attention is given to exploring the internal support for external alignment and posture.

PED-149 Beginning Karate **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course is to serve as an introduction to the American Karate system for the purpose of improving flexibility, balance, muscular strength, movement coordination, and cardiovascular fitness. Through a systematic training program of repetition, the student will learn the application of simple karate techniques and gain the ability to defend herself in an attack situation. Activity fee assessed.

PED-150 Beginning Ice Skating **(1.00 cr.)**

(Fall, Course Offered Every Year)

Instruction in ice-skating for beginners. Instruction provided at The Ice House in Cary. Transportation not provided. Activity fee assessed.

PED-152 Folk and Square Dance **(1.00 cr.)**

(Fall, Even-Numbered Years Only)

An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels. Also offered as DAN-152.

PED-157 Country Line Dance **(1.00 cr.)**

(Varies, Contact Dept. Head)

Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. Also offered as DAN-157.

PED-161 Beginning Basketball **(1.00 cr.)**

(Varies, Contact Dept. Head)

A beginning level course which includes instruction in shooting, passing, ball-handling, basic offensive and defensive strategies; opportunity for team play.

PED-162 Beginning Soccer **(1.00 cr.)**

(Varies, Contact Dept. Head)

A beginning level course which includes instruction in shooting, ball-handling, goal-tending, basic offensive and defensive strategies; opportunity for team play.

PED-163 Beginning Softball **(1.00 cr.)**

(Fall, Course Offered Every Year)

A beginning level course which includes instruction in basic fast-pitch softball skills [hitting, fielding, and base-running], basic offensive and defensive strategies; opportunity for team play. Fast-pitch experience NOT required.

PED-164 Beginning Volleyball **(1.00 cr.)**

(Varies, Contact Dept. Head)

A beginning level course which includes instruction in setting, passing, hitting, serving; basic offensive and defensive strategies; opportunity for team play.

PED-165 Beginning Lacrosse **(1.00 cr.)**

(Varies, Contact Dept. Head)

A beginning course which includes instruction of Native American traditions and history, basic skills, rules, and strategies needed to develop a rudimentary level of competency in the sport of lacrosse in order to participate at a level that maintains or improves overall health. Students will also learn about basic offensive and defensive tactics and strategies essential to appropriate competition. This is a fast-paced and physically active team sport which also requires teamwork and sportsmanship.

PED-210 Swimming **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An intermediate level course that includes stroke mechanics, physical conditioning, safety skills and an introduction to selected aquatic activities.

PED-212 Scuba Diving **(1.00 cr.)**

(Varies, Contact Dept. Head)

A course designed to teach basic theory and skills necessary for skin and scuba diving. Students have the opportunity for open water experience and certification. Prerequisite: intermediate swimmer with knowledge of basic strokes. Activity fee assessed.

PED-220 Advanced Cross Training **(1.00 cr.)**

(Varies, Contact Dept. Head)

This advanced level fitness class is for participants with a moderate to advanced level of muscular and cardio-respiratory fitness. Students will participate in a variety of moderate to intense fitness activities. The course includes muscle strengthening and stretching exercises in addition to aerobics, step, plyometric and conditioning activities.

PED-228 Kick Boxing Aerobics **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A fitness course with emphasis on combining boxing punches and footwork with kicks and blocks from martial art forms. Conditioning exercises such as plyometric, agility drills, push-ups, punch-kick combinations, abs, and flexibility training are included.

PED-232 Selected Sports Activities **(1.00 cr.)**

(Fall, Even-Numbered Years Only)

An introduction to flag football, lacrosse, speedball, floor hockey, pickleball, and selected recreational sport activities. Includes instruction in basic skills, strategies, and rules.

PED-233 Outdoor Leisure Pursuits **(1.00 cr.)**
(Fall, Odd-Numbered Years Only)

This course will provide an overview of outdoor recreation skills and related activities. Students will be provided with opportunities to gain the skills and knowledge required to engage in various outdoor leisure activities such as orienteering, Ultimate Frisbee, and outdoor education. Student will be introduced to low-risk adventure activities and community options for participation in outdoor recreation. At least one off-campus activity is required. Off-campus selection may require a fee. Also offered as ESS-215.

PED-241 Intermediate Badminton **(1.00 cr.)**
(Varies, Contact Dept. Head)

Refinement of badminton skills with an emphasis on drills and strategies for singles and doubles play with in-class competition. May be taken without prerequisite course with instructor's consent. Prerequisites: PED-141 or equivalent experience/skill.

PED-242 Intermediate Bowling **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Review of basic bowling skills and refinement of the delivery, approach, and spare conversion; opportunity for competitive matches. Taught off-campus, transportation not provided. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Prerequisites: PED-142 or equivalent experience/skill.

PED-243 Intermediate Golf **(1.00 cr.)**
(Varies, Contact Dept. Head)

Refinement of golf skills with instruction on full-swing with irons and woods, chipping, approach shots, sand play and putting; rules, scoring and course management. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Prerequisites: PED-143 or equivalent experience/skill.

PED-246 Intermediate Tennis **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Review of basic tennis skills with an emphasis on footwork, groundstrokes, service, volley, lobs, overheads, rules and strategies for singles and doubles and in-class competition. May be taken without prerequisite course with instructor's consent. Prerequisites: PED-146 or equivalent experience/skill.

PED-249 Intermediate Karate **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This intermediate course is to serve as an extension of Karate I. The student will be encouraged to test for the rank of Green Tip in this class. The Karate II students will learn advanced Katas, Self Defense, and sparring. May be taken without course prerequisite with instructor's consent. Activity fee assessed. Prerequisites: PED-149 or equivalent experience/skill.

PED-310 Swim Conditioning **(1.00 cr.)**
(Varies, Contact Dept. Head)

A course with emphasis on physical conditioning through lap swimming and refinement of all strokes. Prerequisites: PED-210 or equivalent experience/skill.

PED-311 Lifeguard Training **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course designed for strong swimmers seeking an American Red Cross Lifeguarding certificate. Prerequisite: intermediate swimmer with knowledge of basic strokes. Activity fee assessed.

PED-312 Water Safety Instructor **(2.00 cr.)**
(Varies, Contact Dept. Head

A course to train students to teach American Red Cross water safety courses. Prerequisite: intermediate swimmer with knowledge of basic strokes.

PED-313 Synchronized Swimming II **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Aqua Angels (performing group); advanced skills with emphasis on show production. Audition required. May be taken without prerequisite course with instructor's consent. Pass/fail grading only. Prerequisites: PED-113.

PED-346 Advanced Tennis **(1.00 cr.)**
(Varies, Contact Dept. Head)

Refinement of tennis skills with an emphasis on volley, lobs, overheads, dropshots, drills and strategies for singles and doubles play and in-class competition. May be taken without course prerequisite with instructor's consent. Prerequisites: PED-246 or equivalent experience/skill..

PED-349 Advanced Karate **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This advanced course is to serve as an extension of Karate II. The student will be expected to expand her skill level and knowledge of Kata, Self Defense, and Sparring. She will be encouraged to complete the requirements for Green Belt. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Prerequisites: PED-249 or equivalent experience/skill.

PED-471 Intercollegiate Basketball **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Winter season (1 hour, Fall; 1 hour Spring). Must be a full time Meredith student to participate. Pass/fail grading only.

PED-472 Intercollegiate Soccer **(2.00 cr.)**
(Fall, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall season (2 hours, Fall). Must be a full time Meredith student to participate. Pass/fail grading only.

PED-475 Intercollegiate Volleyball **(2.00 cr.)**
(Fall, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall season (2 hours, Fall). Must be a full time Meredith student to participate. Pass/fail grading only.

PED-476 Intercollegiate Tennis **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall and Spring season (2 hours, Fall; 2 hours Spring). Must be a full time Meredith student to participate. Pass/fail grading only.

PED-477 Intercollegiate Fastpitch Softball **(2.00 cr.)**
(Spring, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Spring season [2 hours, spring]. Must be a full time Meredith student to participate. Pass/fail grading only.

Physics

PHY-100 Principles of Physical Science **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A study for the non-science major of the fundamental principles of physical science with emphasis on their relevant applications.

PHY-202 Introduction to Astronomy **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

This course provides an introduction to basic astronomy. Topics include the history of astronomy, the solar system, stellar structures and lifetimes, galaxies and other objects outside the solar system, optics and cosmology. The student will learn basic observing techniques including chart reading, constellation identification, and telescope viewing. The course includes a "hands-on" component in which the student constructs and takes data with simple astronomical instruments.

PHY-203 Science and Human Values **(3.00 cr) .**
(Fall, even-numbered years only)

This course provides an overview of the development of some of the great ideas in the natural sciences, the evidence for these ideas, and the process by which these ideas came to be accepted. Students will explore how these ideas have influenced society, our understanding of our place in the universe, our understanding of what it means to be human, and our values. Also offered as CHE 203 and SCI 203. Prerequisites: One laboratory science course (BIO 101/141, CHE 111/141, GEO 200/240, or PHY 211/241

PHY-211 General Physics I **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of mechanics, thermodynamics, and waves. Three lectures per week. High school physics or PHY-100 is strongly recommended as a prerequisite to this course. Prerequisites: MAT-211. Corequisite courses: PHY-241.

PHY-212 General Physics II **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of electricity, magnetism, optics and modern physics. Three lectures a week. Prerequisites: PHY-211, PHY-241. Corequisite courses: PHY-242.

PHY-241 General Physics I Laboratory **(1.00 cr.)**
(Fall, Course Offered Every Year)

Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours per week. Corequisite courses: PHY-211.

PHY-242 General Physics II Laboratory **(1.00 cr.)**
(Spring, Course Offered Every Year)

Laboratory studies in electricity, magnetism, optics, and modern physics. Two laboratory hours per week. Prerequisites: PHY-211 PHY-241. Corequisite courses: PHY-212.

PHY-299 Introduction to Research **(1.00–2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. PHY-211 is strongly recommended as a prerequisite for this course. Course may be repeated for a total of three hours credit.

PHY-430 Atomic and Molecular Structure **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

A study of the modern theories of atomic and molecular structure and chemical bonding. Also offered as CHE-430. Three lectures per week. Prerequisites: CHE-112, PHY-212, MAT-211.

PHY-499 Research **(1.00–2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Open to junior and senior science or mathematics majors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. Prerequisite: PHY-212.

Political Science

POL-100 American Political Systems **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to American government and politics with an emphasis on the basic constitutional structure of the government and on the political institutions that surround it. Attention given to current political events and issues.

POL-203 Contemporary American Policy & Politics **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of public policies and the political processes that support them. Models and methods used by policy analysts will be studied.

POL-204 Modern Political Systems **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, authoritarian and developing systems are considered.

POL-205 Political Ideas Seminar **(3.00 cr.)**
(Spring, Course Offered Every Year)

Selected readings from original sources in the area of modern and contemporary political philosophy. Topics covered include democracy, liberalism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. [Required for political science majors who should take it in their sophomore or junior year.] Also offered as PHI-205. Prerequisites: ENG-111.

POL-210 International Politics **(3.00 cr.)**
(Fall, Course Offered Every Year)

An introduction to world politics. A survey of current issues and trends in major regions and the principles of interactions among nations, blocks, international organizations, and multinational corporations.

POL-282 The Modern Middle East **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course will address cultural, social and political issues in the Middle East in the late 19th and especially in the 20th century. Topics covered will include imperialism, nationalism, the creation of modern states, the Palestinian-Israeli conflict, the Iranian Revolution, the politics of oil, U.S. - Middle East relations, and the emergence of activist Islamic groups. Also offered as HIS-282.

POL-300 Law and Society **(3.00 cr.)**
(Spring, Course Offered Every Year)

An introduction to the nature and function of law, to the structure and operation of the court systems of the United States and to the legal professions. Also considers current legal controversies.

POL-301 Constitution & Rights of Americans **(3.00 cr.)**
(Fall, Course Offered Every Year)

The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking.

POL-305 Introduction to Public Administration **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

An introduction to the field of public administration. The executive branch of American government will be examined. Methods, theories, and skills of administration in the public sector will be studied.

POL-309 Politics of the Vietnam War **(3.00 cr.)**
(Varies, Contact Dept. Head)

The course will offer an in-depth examination of the war in Vietnam and the participation of the United States in that war. There will be an extensive study of the causes of the war. The political environment of the prosecution and termination of the conflict will be addressed. Foreign and defense policy will be a primary perspective.

POL-310 Gender Issues in Law & Policy **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

This course explores current law and policy concerning contemporary gender issues as well as conflicting perspectives on those issues. Students will critically analyze and compare a wide range of different feminist and masculinist approaches to issues like workplace discrimination, violence against women, abortion and pornography.

POL-320 International Political Economy **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

This course examines the politics of international economic relations between countries and in the world as a whole. The course orients students with the basic underpinnings of international economic policymaking and the basic theoretical paradigms of the field of international political economy. Specific topics of discussion include the politics of international trade, the effect of globalization on the U.S. economy and political system, the role of multinational corporations and nongovernmental organizations in global politics, relations between the developed and developing worlds, and the rise of regional economic blocs.

POL-330 US & the World in the 20th Century **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

A study of global issues involving the United States vis-^-vis Europe, the former Soviet Union, Latin America, Africa, Near East, and Asia. May be taken for credit in political science or history. Also offered as HIS-330.

POL-331 Environmental Politics & Policy **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

This course will examine the politics and policy of environmental issues both in the United States and globally. We will study the forces and constraints that shape policy at local, state and national levels of government. We will also examine the issues and problems of the global environment and international policy being developed to address those issues. Students will examine and assess proposed solutions to the problems.

POL-340 State & Local Political Systems **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

This course provides a survey of politics and policy at the state and local levels of government. Institutions, processes, and behaviors of governments and political participants will be studied. The federal system will be examined from the viewpoint of states and localities.

POL-341 Colloquium in N.C. Politics **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

Students will apply knowledge gained in POL-340 to the special case of North Carolina. Along with appropriate readings and assignments, we will visit suitable institutions and attend events. Examples of these include: a session of the legislature, legislative committee meetings, and oral legal arguments. Students will have the opportunity to interact with officials, representatives, lobbyists, and others active in North Carolina state politics. Corequisite courses: POL-340.

POL-350 Congress and the Presidency **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course will examine the elective branches of government: the Congress and the President. Students will examine the structure and function of each branch separately and then study the relationship of each to the other.

POL-360 British Parliamentary Government **(3.00 cr.)**
(Meredith Abroad, Course Offered Every Year)

This course introduces students to the nature and background of the British form of government with an emphasis on Parliament and the European Union. Because this course is taught in London and meets several times in Westminster Palace, students have a unique opportunity to observe government at work. Students supplement what they learn in class and in their texts with what they see as they attend committee meetings and sessions of both Houses and what they hear from the broad spectrum of members of Parliament, peers, and parliamentary staff who speak to them.

POL 370 Topics in Model United Nations **(1.00–3.00)**
(Varies, Contact Dept. Head)

This course will introduce students to the origins, functions, structure and issues facing the contemporary United Nations and prepare a student delegation to participate in a Model United Nations conference. Participation in the conference is a requirement for the course. Students will earn 3 credits the first time they complete this course. The course may be repeated for 1–2 hours of credit.

POL-374 Social Research Principles **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course explores the logic of scientific inquiry. Topics include the relation of research to theory construction and to program evaluation, the nature of causation, the components of research design, and a variety of methods for social research. Guidance in reviewing and evaluating research reports is provided. Also offered as SOC-374. Recommended for students wanting to pursue qualitative research projects. Prerequisites: SOC-230, SOC-231, or SOC-260.

POL-375 Social Research Methods & Statistics **(3.00 cr.)**
(Spring, Course Offered Every Year)

Using sociological data, statistical calculations (including descriptive and inferential statistics as well as several measures of correlation) and computerized data analysis are presented and practiced in the course. Guidance in selecting, analyzing and interpreting statistical results is emphasized. Credit not given for both this course and MAT-245. Also offered as SOC-375. Prerequisites: SOC-230, SOC-231, or SOC 260.

POL-498 Honors Thesis in Political Science **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Each senior major in the Honors and/or Teaching Fellows Program must choose, research, write and also present orally an honors thesis that reflects her training, interests, and/or career direction. Each student who plans to write an honors thesis must, in consultation with a departmental adviser, identify a viable topic before she registers for POL-498. Prerequisites: POL-205.

POL-499 Senior Research **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Under the direction of the appropriate faculty member, the student will formulate and execute an original research project that will culminate in a paper. Required of all political science majors not taking POL-498. Ordinarily taken during the fall semester. Instructor's consent required. Prerequisites: POL-205.

Psychology

PSY-100 Introduction to Psychology **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to the scientific study of behavior and consciousness, including such topics as the neurobiological basis of behavior, perception, learning, memory and thinking, motivation, personality, normal and abnormal behavior, psychotherapy, and social factors in behavior.

PSY-120 Stress Management **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The concept of stress in daily life is defined, and both general and specific sources are examined. The effects of stress and benefits of stress reduction are discussed. Experientially, students learn how to use techniques for reducing stress and promoting relaxation. Prerequisite: PSY-100.

PSY-200 Statistical Methods in Psychology **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, nonparametric techniques, and analysis of variance. Basic computer skills required. Prerequisite: PSY-100.

PSY-210 Life Span Developmental Psychology **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of characteristics and changes from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development. Prerequisite: PSY-100 or EDU-234.

PSY-212 Psychology of Gender Roles **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The understanding of gender roles from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of gender differences, the effects of body states on personality, psychophysiological dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles the different sexes play during their lifetimes. Prerequisite: PSY-100.

PSY-299 Introduction to Research in Psychology (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in the execution of an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to freshmen and sophomores. May be repeated for credit for a maximum of six semester hours. Prerequisite: PSY-100.

PSY-300 Research Methods in Psychology **(4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to the history, methods, and ethics of general experimental psychology. Research studies will be developed, executed, analyzed, and reported in American Psychological Association style. Basic computer skills required. Prerequisites: PSY-100, PSY-200.

PSY-310 Psychology of Children and Adolescents **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A comprehensive review of development from infancy to adolescence, with an emphasis on factors which influence growth and learning. Applications of research and theory are directed toward designing appropriate interventions with children in individual and group settings. Prerequisite: PSY-100.

PSY-312 Psychology of Exceptional Individuals **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to the psychological and educational issues associated with the major exceptionalities. Field observation is often a component of this course. Prerequisite: PSY-100 or EDU-234.

PSY-320 Abnormal Psychology **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders, dissociative disorders, personality disorders, affective disorders, schizophrenic disorders, and chronic brain syndromes. Prerequisite: PSY-100.

PSY-324 Conditioning and Behavior Modification **(3.00 cr.)**
(Spring, Course Offered Every Year)

An examination of the principles of classical and operant conditioning including reinforcement, stimulus control, extinction, and the application of these principles in a variety of settings, including societies, institutions [e.g., schools, mental health settings, prisons, etc.], the home, and in the control and modification of one's own behavior. Prerequisite: PSY-100.

PSY-330 Neuropsychology **(3.00 cr.)**
(Fall, Course Offered Every Year)

A survey of the functional anatomy of the nervous system. Special emphasis on current views of the contributions of various subsystems to psychological phenomena. Prerequisite: PSY-100.

PSY-332 Perception **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of the various senses and how they function. How needs, desires, expectations, and previous experiences influence perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception. Prerequisite: PSY-100.

PSY-334 Animal Behavior **(3.00 cr.)**
(Spring, Course Offered Every Year)

An introduction to the scientific study of animal behavior, a synthesis of comparative psychology and ethology. Students will also be introduced to paleonanthropology, primate behavior, and behavior genetics. Prerequisite: PSY-100.

PSY-340 Community Field Experience (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A field experience in psychology involving application of knowledge and skills in community agencies, mental health services, business, government, or educational settings which provides students with exposure to and experience in the profession of psychology. Attendance at a biweekly seminar and completion of a written project is required. May be repeated for credit. A maximum of 5 credit hours may be earned. Instructor's consent required. Prerequisite: PSY-100.

PSY-342 Autism Practicum (2.00–3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A practicum course involving preschool children with autism using applied behavioral analysis techniques. Each student is assigned to a child's team and works with that child on a one-to-one basis in the Meredith Child Laboratory and in the child's home. May be repeated for credit. Prerequisite: PSY-100.

PSY-410 Social Psychology (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attraction, self consistency, aggression, altruism, and social cognition. Prerequisite: PSY-100.

PSY-420 Theories of Personality (3.00 cr.)
(Spring, Course Offered Every Year)

Major contemporary theories of personality. Theories evaluated in light of research findings. Prerequisite: PSY-100.

PSY-422 Psychological Testing and Evaluation (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Prerequisites: PSY-100, PSY-200.

PSY-424 Theory and Practice in Counseling (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. Intensive class interaction is expected. Observation, interviewing, role playing and videotaping are used in the course. A variety of theories are introduced. The student is strongly encouraged to take Abnormal Psychology or Theories of Personality before taking this course. Junior/senior status. Instructor's consent required. Prerequisite: PSY-100.

PSY-430 History and Systems in Psychology (3.00 cr.)
(Spring, Course Offered Every Year)

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th- and early 20th-century psychological pioneers. Prerequisite: PSY-100.

PSY-432 Memory, Language and Cognition (3.00 cr.)
(Fall, Course Offered Every Year)

A survey of the major theories and empirical findings in the field. Emphasis is placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problem solving. Prerequisite: PSY-100.

PSY-440 Special Topics in Psychology (1.00–3.00 cr.)
(Fall or Spring, Course Offered Every Year)

A course focused on a special topic in psychology. Topics will be chosen in accord with faculty and student interest. Intended for students of demonstrated maturity, usually indicated by upper class standing. Topics may include current trends in research and/or professional issues [e.g., multicultural counseling, environmental psychology, research in gerontology]. A description of the topic will be included in the registration schedule for the upcoming semester. May be repeated for credit but no more than three hours may be applied to the 18-hour minor requirement. Instructor's consent required. Prerequisite: PSY-100.

PSY-498 Honors Thesis in Psychology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. The project must meet Honors Program thesis requirements as well as the expectations of the psychology faculty. Open to seniors in the Honors and/or Teaching Fellows Programs who are majoring in psychology. Prerequisites: PSY-100, PSY-200 and PSY-300.

PSY-499 Research in Psychology (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. Open to junior and senior psychology majors or minors and others by permission of the instructor. May be repeated for credit for a maximum of six semester hours. Prerequisites: PSY-100, PSY-200 and PSY-300.

Religion

REL-101 Religions in the United States (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is an exploration of the changing religious landscape of the United States, looking at the history and dynamic interaction of the various religious traditions that compose the contemporary American religious scene. We will explore global religious traditions as expressed in the American context, as well as some culturally specific traditions. Throughout we will maintain a dual focus on how the various religious traditions are changing in the American environment and how America is changing in this new multi-religious context.

REL-102 World Religions (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An exploration of major eastern and western religious traditions including, but not limited to, Buddhism, Hinduism, Judaism, Christianity, and Islam. In addition to looking at the historical development of such traditions, this course addresses issues concerning current religious practice and the role of major religious traditions in contemporary society.

REL-103 Biblical Literature and History (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the canonical literature of the Jewish and Christian traditions. This course will explore how this diverse body of literature relates to its social and historical contexts. The focus will be on acquiring tools from a variety of academic approaches to reading the Bible. This course will enable students to understand how interpretive choices have been made in the reading of biblical texts and to reflect on how diverse ways of interpreting the Bible have shaped culture and continue to do so.

REL-104 Religious Ethics **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An introduction to the ethical contributions of the religious and philosophical traditions on selected contemporary social issues.

REL-105 Philosophy of Religion **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course examines how reason and faith seek in different ways to provide answers to the major questions which people have always asked about the nature and meaning of life. The questions dealt with include the following: What are the various avenues to knowledge, or truth? What are the differing functions of literal and symbolic language? What are the arguments for the existence of God? Can the pluralism of religions be reconciled in unity? Is there a solution to the problem of evil? Is there hope of immortality? Also offered as PHI-105.

REL-200 Introductory Topics in Religious Studies **(3.00 cr.)**

(Course Offered As Needed)

An introductory study of selected topics within the area of religious studies as determined by faculty expertise and student interest. Topics may take a thematic, historical or comparative approach within the following areas: religion and culture, religion and society, religious ethics, religious thought and sacred texts. The course may be repeated for credit. Prerequisite: one 100-level Religion course.

REL-201 Method and Theory in Religious Studies **(3.00 cr.)**

(Course Offered As Needed)

This is a seminar devoted to the theories and methods in the academic study of religion from its beginnings in the 19th century until the present. Key theories and theorists will be discussed with a goal of developing basic knowledge of the issues in the field. This course will not be a prerequisite to other courses. Prerequisite: one 100-level Religion course.

REL-251 Introduction to Buddhism **(3.00 cr.)**

(Varies, Contact Department Head)

This course presents the religious philosophy, practices and cultural developments of Buddhism from 6th century BCE India to present-day America. In the course of this study, we will examine Buddhist ideas about the nature of existence, the basis of knowledge, the nature and path to salvation, psychology, ethics, aesthetics, gender and mind-body issues. Prerequisite: One 100-level Religion course.

REL-252 Religion and the Arts in Asia **(3.00 cr.)**

(Varies, Contact Department Head)

This course explores religious thought and expression in the pan-Asian sphere. It travels to India, China, Japan and beyond to investigate how the visual and performing arts can be seen as both expressions of and constructions for the sacred. Religious art and architecture, material culture, garden design, fashion design, interior design, martial arts, dance, music, ritual performance, tea ceremony and popular culture will be considered in the context of Asian religious thought and philosophy. Also offered as Art 220. Prerequisite: One 100 level Religion course.

REL-262 Jesus and the Gospels **(3.00 cr.)**

(Spring Semester, Every Year)

Historical and literary study of the Gospels as distinctive and divisive expressions in narrative forms of the proclamation concerning Jesus of Nazareth. Focus will be on the modern quest for the historical Jesus and a variety of historical, literary and theological problems posed by the gospel texts and the quest. This course meets the general education literature requirement. Prerequisite: One 100 level Religion course.

REL-265 Prophetic Elements in Biblical Traditions **(3.00 cr.)**

(Fall Semester Alternate Years)

A study of the prophetic books of the Old Testament, with attention to their contemporary value. This course meets the general education literature requirement. Prerequisite: One 100 level Religion course.

REL-266 Pauline Literature **(3.00 cr.)**

(Spring Semester, Every Year)

A study of the development of early Christian life and thought as found in the work and writings of Paul. This course meets the general education literature requirement. Prerequisite: One 100 level Religion course.

REL-268 Women and the Bible **(3.00 cr.)**

(Spring Semester, Every Year)

A study of the status of women in the Old and New Testament cultures, the understandings of women in biblical theology, and the role of women in the events of biblical history. Prerequisite: One 100 level Religion course.

REL-283 Women in the Christian Tradition **(3.00 cr.)**

(Fall Semester, Alternate Years)

A survey of the role of women in the history of Christianity, from the time of the early church to the modern period. Attention will be given to outstanding individuals and significant movements as well as to the social and theological settings out of which they emerged. Prerequisite: One 100 level Religion course.

REL-284 Sin, Satan, and Evil **(3.00 cr.)**

(Varies, Contact Dept. Head)

A study of beliefs, images, and stories about sin and evil in the religious traditions of Judaism and Christianity, focusing around the figure of Satan and patterns of belief and disbelief in Western religious history. Prerequisite: One 100 level Religion course.

REL-285 Theology & Contemporary Lit **(3.00 cr.)**

(Fall Semester, Alternate Years)

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, DeVries, Steinbeck, Tennessee Williams, and Updike. This course meets the general education literature requirement. Prerequisite: One 100 level Religion course.

REL-289 Introduction to Christian Theology **(3.00 cr.)**

(Fall Semester, Alternate Years)

An introduction to basic Christian beliefs which explores such topics as the meaning of revelation, the existence and nature of God, Christology, the Christian understanding of personhood, and related topics. Prerequisite: One 100 level Religion course.

REL-299 Introduction to Research in Religious Studies **(1.00–3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research project that will culminate in a paper and, if appropriate, a presentation. A research proposal form completed by the student and faculty mentor is required for registration. Prerequisite: one 100-level Religion course.

REL-341 Sociology of Religion **(3.00 cr.)**

(Varies, Contact Department Head)

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also offered as SOC-341. Prerequisite: one 100-level Religion course.

REL-342 Psychology of Religion **(3.00 cr.)**

(Varies, Contact Department Head)

A study of different psychological approaches that take religious beliefs, practices, moralities and experiences as their object of study. The course draws upon theories from depth psychology and humanistic schools of thought and the findings of empirical forms of psychological theory and research. Prerequisite: One 100 level Religion course.

REL-344 Biomedical Ethics **(3.00 cr.)**

(Fall or Spring, Course Offered Every Year)

Recent technological and economic developments in the biomedical fields have led to considerable public debate about the ethical implications for patients, health professionals and providers, biomedical researchers and research subjects. We will be exploring such issues as professional and institutional ethics, the new reproductive technologies, genetic engineering, organ transplants, biomedical research, and the access to and allocation of health care. The course aims at promoting students' understanding of and participation in the on-going public discussion with respect to the rights and duties of the various parties involved and the evolving formulation of public policy. Because this is a course in ethical reflection and application, considerable emphasis will be placed on case study analysis and class discussion. Also offered as PHI-344. Prerequisite: One 100 level Religion course.

REL-345 Environmental Ethics **(3.00 cr.)**

(Fall or Spring, Course Offered Alternate Years)

This course explores ethical issues that arise in connection to the environment including: biodiversity; wilderness preservation; pollution; population; private property and common resources; intergenerational justice; environmental public policy; and corporate responsibility. Students will be introduced to the historical traditions of thought with respect to the environment, new and emerging forms of environmental ethics and the practical application of ethical theories and principles to current environmental concerns. Particular attention will be give to the ethical challenges of weighing competing interests and claims of individuals, social groups and institutions, future generations and the broader biotic community. Also offered as PHI-345. Prerequisite: One 100 level Religion course.

REL-346 Anthropology of Religion **(3.00 cr.)**

(Fall or Spring Semester, Alternate Years)

Questions concerning religion have been central to the discipline of anthropology, since its inception in the late nineteenth century. This course looks thematically at the concepts of myth and symbol, the body, ritual, identity, gender, religious practice and practitioners, using a range of anthropological approaches to the study of religion that have been developed and refined over the past hundred years. This course will not be a prerequisite to other courses. Cross Listed as SOC 346. Prerequisite: one 100-level Religion course.

REL-351 Comparative Mysticism **(3.00 cr.)**

(Varies, Contact Department Head)

This course explores the remarkable phenomenon of mysticism: the direct experience of the sacred, however it may be defined. It will present major theoretical approaches to the study of mysticism before discussing the textual accounts and visual expressions of mystics throughout the world and throughout history. Primary emphasis will be given to Hindu-Buddhist and Christian sources, though other varieties of mystical experience will also be considered. Prerequisite: one 100-level Religion course.

REL-382 History of Christianity **(3.00 cr.)**

(Varies, Contact Department Head)

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods. Prerequisite: one 100-level Religion course.

REL-383 Religion in U.S. History **(3.00 cr.)**

(Varies, Contact Department Head)

A study of the religions of the United States from the pre-colonial period to the present. Special attention to the impact of religious beliefs and practices in the shaping of U.S. culture and society. Focus will be placed on major periods, movements, and events and their connections to religious experience: the founding of the republic and civil religion, denominationalism and revivalism, frontier and utopian quests, Protestant/Catholic/Jewish interaction, slavery and civil rights, science and fundamentalism, secularism and pluralism. Also offered as HIS-383. Prerequisite: one 100-level Religion course.

REL-385 Europe in the Middle Ages **(3.00 cr.)**

(Spring, Even-Numbered Years Only)

This course will survey major developments in western Europe from roughly 400 CE to 1300 CE. It will use primary and secondary sources to explore the growth of a distinctly European civilization upon its Judaeo-Christian, classical and Germanic roots, and will trace the expression of this civilization through its political, religious and educational institutions; its formal religious thought and vernacular literature; its art, architecture and music; and its interactions with different cultures both within and beyond its borders. Specific topics covered will include the Germanic invasions, monasticism, the conversion of Europe, the growth of the manorial and feudal systems, scholastic thought in the universities, heresy and the crusades, the growth of representative government and others. Also offered as HIS-385.

REL-387 Age of Renaissance/Reformation **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

This course will work primarily through class discussion of primary sources to understand the changes in outlook expressed in the Renaissance, the Reformation and the Scientific Revolution between the fourteenth and seventeenth centuries. In particular, it will focus upon the transition from medieval toward modern attitudes in areas such as historical and scientific thought, political and educational theory, philosophy, art, music and religious thought and practice. It will also address the economic, social and political variables that underlay these changes in intellectual life, as well as the impact that these ideas had upon European society. Students will be encouraged to explore individual interests from their own major fields and personal backgrounds. Also offered as HIS-387.

REL-400 Selected Topics in Religious Studies **(3.00 cr.)**

(Course Offered As Needed)

A study of selected topics within the area of religious studies as determined by faculty expertise and student interest. Topics may take a thematic, historical or comparative approach within the following areas: religion and culture, religion and society, religious ethics, religious thought and sacred texts. The course may be repeated for credit. Prerequisite: one 100-level Religion course.

REL-497 Seminar **(3.00 cr.)**

(Fall, Course Offered Every Year)

Open to seniors who have had a minimum of 12 hours in religion. Topic varies from semester to semester. Required of majors. Prerequisites: 12 credits in Religion.

REL-498 Honors Thesis in Religion **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and conduct a research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. The project must meet Honors Program Thesis requirements and conform to the thesis guidelines of the department of Religion and Philosophy. Open to Honors Students and Teaching Fellows during their junior or senior year. Prerequisite: 12 credits in Religion.

REL-499 Research in Religion **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to Junior and Senior Religion Majors and Minors.

Science

SCI-203 Science and Human Values **(3.00 cr) .**
(Fall, even-numbered years only)

This course provides an overview of the development of some of the great ideas in the natural sciences, the evidence for these ideas, and the process by which these ideas came to be accepted. Students will explore how these ideas have influenced society, our understanding of our place in the universe, our understanding of what it means to be human, and our values. Also offered as CHE 203 and PHY 203. Prerequisites: One laboratory science course (BIO 101/141, CHE 111/141, GEO 200/240, or PHY 211/241

SCI-764 The Teaching of Science **(3.00 cr.)**
(Fall, Course Offered Every Year)

A course for students seeking teacher licensure in science [6-9] or chemistry [9-12] or biology [9-12]. Students are introduced to the specific methods used in science teaching. Both the theoretical and the practical aspects of teaching science in the middle and secondary schools are stressed. Information on safety practices is given. Emphasis is placed on the importance of demonstration and laboratory work in science classes, on understanding and making effective use of objectives, and on individualizing science instruction.

Social Work

SWK-235 Child Welfare **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course looks at child welfare in a global, national, state and local context. Students will explore predictors of child well being and services designed to promote child welfare. Emphasis will be placed on explanation and interventions for family situations involving violence, child abuse, and neglect. Diversity arising from race, ethnicity, social class and social change will be examined. Twenty hours of community work at an assigned setting will be required. Prerequisites: SWK-241, SOC230, SOC-231 or CD-234.

SWK-240 Populations At Risk & Social Justice **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course introduces students to concepts and processes of social and economic oppression and to strategies for promoting social justice Content is grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. It offers a framework and strategies for addressing the unique needs of populations that may be at risk for discrimination, oppression, and economic deprivation as a result of conditions related to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

SWK-241 Introduction to Social Work & Social Welfare **(3.00 cr.)**
(Fall and Spring Course Offered Every Year)

An overview of the profession of social work and the American Social Welfare Institution, examining the history of the American social welfare system and the contemporary structure of services as well as the role of policy in service delivery, social work practice, and attainment of individual and social well-being. The history, mission, and philosophy of the social work profession are also presented with an emphasis on the generalist model of social work practice. Students test their interest in social work through completion of 30 hours of service learning in a social welfare agency.

SWK-299 Introduction to Research in Social Work **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomores who have an interest in social work and social welfare and who would like to work individually with a faculty member on a project involving research on an issue of social work practice or social welfare and social justice. In conjunction with a faculty member, the student will formulate and execute a research project at an intermediate level of complexity. The project will require a culminating experience involving a written report and/or a public presentation of its purpose, process, and outcomes. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: SWK-241.

SWK-302 Social Policy from a Human Rights Perspective **(3.00 cr.)**
(Spring and Alternate Summers, Course Offered Every Year)

What is our responsibility for those who cannot or will not look after themselves? Different societies reflecting their respective ideologies address these issues from a variety of perspectives. This course will examine the ideologies and perspectives that have shaped social welfare policy in the United States and in other societies around the world. Then, using the Universal Declaration of Human Rights (1948) and other international covenants as a lens, the course will examine the resulting social welfare policies and the intentional and unintentional impacts these policies have on vulnerable and oppressed popuations. This course requires 15 hours of service learning activity. Prerequisite: 75 credit hours completed upon course enrollment. Also offered as CORE 406.

SWK-304 Generalist Practice With Individuals **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course is the first in a three-course generalist practice sequence that focuses on strengths, capacities, and resources of client systems in relation to their broader environment. The course prepares students to engage individuals in an appropriate working relationship, identify issues, problems, needs, resources, and assets; collect and assess information; and plan for service delivery. It also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals and promote social and economic justice. Open to social work majors only. Prerequisites: SWK 241 and SWK 307 or SWK 308.

SWK-305 Generalist Practice With Families (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course is the second in a three-course generalist practice sequence that focuses on strengths, capacities, and resources of client systems in relation to their broader environment. The course prepares students to engage families and groups in an appropriate working relationship, identify issues, problems, needs, resources, and assets; collect and assess information; and plan for service delivery. It also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals and promote social and economic justice. Open to social work majors only. Prerequisites: SWK 241, SWK 304 and SWK 307 or 308.

SWK-307 Human Behavior for Social Work Practice: Birth – Adolescence (3.00 cr.)

(Fall, Course Offered Every Year)

Provides content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. The course focuses on theories and knowledge of biological, sociological, cultural, psychological, and spiritual development that address the stages of the life span from conception through adolescence. Also addressed is the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being. Prerequisites: BIO 322, PSY 100, SOC 230. Prerequisite or co-requisite: SWK 241.

SWK-308 Human Behavior for Social Work Practice: Adulthood Through Death (3.00 cr.)

(Spring Even-Numbered Years Only)

Provides content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It focuses on theories and knowledge of biological, sociological, cultural, psychological, and spiritual development that address the stages of the life span from young adulthood through death. Also addressed is the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being. Prerequisites: BIO 322, PSY 100, SOC 230: Prerequisite or co-requisite: SWK 241.

SWK-309 Research Methods for Social Work (3.00 cr.)

(Fall, Course Offered Every Year)

This course prepares student to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The course prepares students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice. Prerequisite: PSY 200.

SWK-311 Preparation For Social Work Field Placement (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Students will be assisted in the selection of a social work field placement and in the completion of the application and interview process. The professional values, knowledge, and skills necessary for a successful field experience will be reviewed. Prerequisite: SWK 304, Co-requisites: SWK 305, SWK 401. Pass/fail grading only.

SWK-401 Generalist Practice With Communities and Organizations (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course is the third in a three-course generalist practice sequence that focuses on strengths, capacities, and resources of client systems in relation to their broader environment. The course prepares students to engage organizations and communities in an appropriate working relationship, identify issues, problems, needs, resources, and assets; collect and assess information; and plan for service delivery. It also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals and promote social and economic justice. Open to social work majors only. Prerequisites: SWK 241, SWK 307 or 308, SWK 304.

SWK-402 Social Work Field Experience (12.00 cr.)

(Fall and Spring, Course Offered Every Year)

The social work field experience is an integral component of social work education and is anchored in the mission, goals, and objectives of the social work program. A minimum of 450 hours of beginning level generalist social work practice experience under the supervision of a professional social worker in an appropriate social agency is required. This experience will reinforce the student's identification with the purposes, values, and ethics of the profession; foster the integration of empirical and practice- based knowledge; and promote the development of professional competence. Open to social work majors only. All social work major courses must be completed prior to enrollment in SWK 402 and SWK 403, which are co-requisites. Also requires approval of Director of Field Education. Fee: $300.

SWK-403 Field Instruction Seminar (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Students meet weekly for a 3-hour integrative field seminar designed to assist them in applying empirically based social work theory, knowledge and professional ethics in a social work practice setting and provide a capstone experience. Students complete an evaluation of practice research project in which they apply in their field settings research skills obtained through the social work curriculum. Written assignments are provided to demonstrate integration of knowledge and practice. Open to social work majors only. All social work major courses must be completed prior to enrollment in SWK 402 and SWK 403, which are co-requisites. Also requires approval of the Director of Field Education.

SWK-405 Selected Topics in Social Work (3.00 cr.)

(Offered as Needed-Contact Dept. Head)

Topics relevant to social work practice are offered as needed based on student requests and faculty availability. Topics offered include social work in education, social work in criminal justice, social work and the law, social work in health care, child welfare, geriatric social work, gender issues in social work, and social work in mental health settings.

SWK-498 Honors Thesis in Social Work **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a social work faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. The project must meet Honors Program thesis requirements as well as the expectations of social work faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Prerequisites: SWK-309.

SWK-499 Research in Social Work **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a social work faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior majors and others by permission. May be repeated for credit for a total of six semester hours. Prerequisites: SWK-309.

Sociology

SOC-230 Principles of Sociology **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to the concepts, methods and theories employed by sociologists to understand societies, social institutions and the myriad expressions of group life. The course explores the cultural contexts of human behavior to explain individual and group interaction, social mobility and inequality, relations framed by class, gender and race, and patterns of socialization, deviance and social change.

SOC-231 Social Problems **(3.00 cr.)**
(Fall, Course Offered Every Year)

This examination of American society places an emphasis on the institutional bases of social problems and conflict as well as the policies designed to address these problems. Topics include poverty, racism, environmental threat, crime and violence, and other contemporary challenges. Attention is consistently directed to the influences of these social problems on women's lives as well as the ethical dilemmas and debates surrounding the solutions to these problems.

SOC-260 Cultural Anthropology **(3.00 cr.)**
(Spring, Contact Department Head)

Understanding the power of culture in shaping our lives depends on knowing the ways of life displayed all around the world. This course introduces students to the discoveries of anthropologists as they have lived among preliterate and preindustrial people, and as they apply their signature methodologies to culturally distinctive communities in today's world. Comparing how a range of cultures address the challenges of social existence sets the stage for enlightening dialogue.

SOC 271 Home and Housing in Mexico **(1.00 cr.)**
(Fall, Course Offered Every Year)

The purpose of this course is to examine how the culture of Mexico shapes expectations about family and home as well as the political and economic contexts of housing. Religious, historical, political and social aspects of Mexico's culture will be examined in terms of the impact on family and home life. In addition, the institutional structure of the Mexican government and economy will be examined for its effects on home ownership and financing. Comparisons with the culture and institutions of the United States will be discussed.

SOC 272 Culture and Family in Mexico **(1.00 cr.)**
(Fall, Course Offered Every Year)

This course examines the culture and family structure of Mexico in light of this country's economic, political and religious history. Inequalities based on race, ethnicity, gender, sexual orientation, disability and social class level will be examined as well. A study of social movements to improve the status of oppressed people in Mexico is also included.

SOC 273 Education and Family in Mexico **(1.00 cr.)**
(Fall, Course Offered Every Year)

The basic purpose of this course is to examine how education as an institution is interrelated with the family and culture of a society. To explore a particular case study, the country of Mexico and its unique educational system and family structure will be analyzed. The history and traditions of this nation and their impact on education will be discussed as well.

SOC 280 Applied Sociology **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course is an introduction to the application of sociology to a range of "real life" problems and issues so that students gain an understanding of how to practice sociology in all future careers or occupations. The sociological perspective is applied in a way that is centered upon community based education/service learning. Students will participate in class exercises and organized community focused activities that meet identified community needs and reflect on these in such a way as to gain a broader appreciation of the discipline of sociology, and an enhanced sense of civic responsibility.

SOC-299 Introduction to Research in Sociology **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomores who have an interest in sociology and who would like to work individually with a faculty member on a project involving research from a sociological perspective. The student will formulate and execute a research project at an intermediate level of complexity and present results to an appropriate public audience. A research proposal form completed by the student and faculty mentor is required for registration. May be repeated for credit for a maximum of six semester hours. Prerequisite: At least 3 credit hours in 200-level SOC.

SOC-332 Human Sexuality **(3.00 cr.)**
(Spring, Even-Numbered Years)

The research literature on sexual interests, behaviors and relationships is reviewed through study of the changing practices and perceptions of sexuality in America. Topics include the cultural construction of sex, the process of learning to be sexual, sexual deviance, the influence of marriage, and the interplay between sex and power in our society. Recognition of both risks and rewards associated with sexuality provides the context for studying controversial policies in society. Also offered as HED 332.

SOC-335 Race and Ethnic Relations **(3.00 cr.)**
(Spring, Course Offered Every Year)

Patterns of relationship among racial and ethnic groups in the United States are analyzed. This course explores inequalities of wealth, power, and status along with the persistence of racism, movements to advance civil rights and efforts by groups to maintain social boundaries. Current trends in intergroup relations are discussed to explore how changing demographic racial patterns may affect future definitions of race and ethnicity. Prerequisite: At least 3 credit hours in 200-level SOC.

SOC-337 Corrections **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem. Prerequisite: At least 3 credit hours in 200-level SOC.

SOC-338 Sociology of Families **(3.00 cr.)**
(Fall, Odd-Numbered Years)

This course will provide students with an overview of the family from a sociological perspective. Students in the course will examine transformation of the family across time as well as its position as both a private and public institution. Topics include defining the family, gender and power, courtship and marriage, parenting, divorce and remarriage, work, and family violence. Particular attention is placed upon the changing roles of women in the family and the ways in which families impact the lived experiences of the women in them. Prerequisite: At least 3 credit hours in 200-level SOC.

SOC-340 Aging and Retirement **(3.00 cr.)**
(Fall, Even-Numbered Years)

As the elderly population increases what challenges do these individuals face and what impact will they have on society? Students in this course will examine the physical, psychological and sociological dimensions of the aging process in order to gain insight on these questions. Topics include retirement, poverty and old age, Social Security and Medicare debates, long term care and end of life decisions, and issues related to the growing elderly population in the United States. Prerequisite: At least 3 credit hours in 200-level SOC.

SOC-341 Sociology of Religion **(3.00 cr.)**
(Varies, Contact Dept. Head)

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as REL-341. Prerequisite: One 100-level Religion course.

SOC-346 Anthropology of Religion **(3.00 cr.)**
(Fall Semester, Alternate Years)

Questions concerning religion have been central to the discipline of anthropology, since its inception in the late nineteenth century. This course looks thematically at the concepts of myth and symbol, the body, ritual, identity, gender, religious practice and practitioners, using a range of anthropological approaches to the study of religion that have been developed and refined over the past hundred years. This course will not be a prerequisite to other courses. Cross Listed as REL 346. Prerequisites: One 100-level Religion course.

SOC 360 Media, Self and Society **(3.00 cr.)**
(Fall, Course Offered Every Year)

What is 'the media' and how can it impact the ways in which we see the world and ourselves in it? This course will examine these questions as we examine the roles that various media forms play in our society, particularly in regards to issues of identity across lines of race, class, gender and sexuality. Students will examine historical and theoretical aspects of the media from both sociological and cultural studies perspectives, the ways in which mainstream and alternative media construct identities, and the impact that these images have on the society in which they circulate. Prerequisite: At least 3 credit hours in 200-level SOC.

SOC-374 Social Research Principles **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course will explore the logic of scientific inquiry. Throughout the course students will explore the relationship between theory and methodology, the nature of causation, components of research design and a variety of methods for social science research. Guidance in retrieving information, reviewing and evaluating research reports, and constructing a research proposal is provided. Also offered as POL 374. Prerequisite: At least 3 credit hours in 200-level SOC.

SOC 420 Gender and Society **(3.00 cr.)**
(Spring, Course Offered Every Year)

What does sex have to do with gender? What does gender have to do with social systems? This course explores these questions by looking at the ways in which sociologists have theorized and written about gender. Students will explore what it means to understand gender as a social and cultural construct as well as the impact that these constructions have on the lived experiences of individuals in society. Additionally the course will examine the complex ways in which gender intersects and interacts with other facets of our social identities including race, class and sexual orientation. Prerequisite: At least 6 credit hours in SOC.

SOC-430 Population Dynamics **(3.00 cr.)**
(Spring, Odd-Numbered Years)

Trace the effects of births, deaths and migration on population size, composition and distribution around the world. Examine the effects of population changes on the environment, the world's resources and on global security. Socioeconomic, political and religious institutions will be explored and the status of women around the world will be related to demographic change. Demographic trends in the United States are evaluated in the context of global influence. Prerequisite: At least 6 credit hours in SOC or at least 75 total credit hours.

SOC 436 Criminology (R) **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course explores questions about the criminal law, criminal conduct, the risks of criminal victimization and prevailing crime control policies. Theories developed to explain why individuals offend and why crime rates vary are examined in light of research findings, so that students gain a thorough understanding of crime and its causes. These ideas are applied to conventional street crime as well as to organized crime and elite crime. Prerequisite: At least 6 credit hours in SOC.

SOC-431 Social Stratification **(3.00 cr.)**
(Spring, Course Offered Every Year)

Explanations for social inequalities are considered along with current research on class, status, power and social mobility. Both national and international patterns of wealth and poverty are inspected to explain "who gets what and why." Inequalities of households, of population groups and of nations as they participate on the global stage receive specific treatment. Prerequisite: At least 6 credit hours in SOC.

SOC 440 – 449 Selected Topics in Sociology **(3.00 cr.)**
(Fall, Course Offered Every Year)

Customized by the professor to reflect specialized areas of knowledge or new advances in the field, this course introduces students to compelling publications and/or media that will extend their grasp of sociological analysis. Selections spotlight issues associated with active public dialogue with the objective of discovering how sociology speaks to those issues. Course numbers advance as topics shift to favor additional enrollments as desired. Prerequisite: At least 6 credit hours in SOC.

SOC-489 Social Theory **(3.00 cr.)**
(Fall, Course Offered Every Year)

From the origins of sociological thinking to the current controversies regarding social action and social structure, explanations developed by sociologists to describe and to demystify society are studied and applied. Ideas advanced by Durkheim, Marx and Weber are followed by extensions and alternatives up to and including the Frankfurt School, Feminism and Postmodernism. Prerequisite: At least 6 credit hours in SOC.

SOC-496 Seminar in Public Sociology **(3.00 cr.)**
(Spring, Course Offered Every Year)

This capstone course for the sociology major is an opportunity for students to use their sociological imagination to formulate solutions to the problems that face our world today. Choosing from a menu of options, including service, research, data analysis, and case studies, students will utilize sociological theories, literature, methods and data to explore a macro-level social problem chosen by the sociology faculty. Findings of the semester long project will be presented to sociology faculty, students, and the broader Meredith Community. Prerequisites: SOC 280, 374, and either PSY 200 or MAT 245.

SOC-498 Honors Thesis in Sociology **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a sociology faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. The project must meet Honors Program thesis requirements as well as the expectations of the sociology faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Prerequisites: 3 credits from SOC at Level 200, SOC-374, and either MAT 245 or PSY 200.

SOC-499 Research in Sociology **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a sociology faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior majors and others by permission. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from SOC at Level 200, SOC-374, and either MAT 245 or PSY 200.

Spanish

SPA-101 Elementary Spanish I (3.00 cr.)

(Fall and Summer, Course Offered Every Year)

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who do not qualify for SPA-103. Independent language laboratory work required each week.

SPA-102 Elementary Spanish II (3.00 cr.)

(Spring and Summer, Course Offered Every Year)

A review and continuation of SPA-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required each week. Prerequisites: SPA-101.

SPA-103 Structural Spanish (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A thorough and accelerated review of first-year Spanish for students who had two years of high school Spanish, but who do not qualify for SPA-205. Independent language laboratory work required each week.

SPA-205 Intermediate Spanish I (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A review and continuation of SPA-102 or SPA-103, and gradual introduction of graded readings. Independent language laboratory work required each week. Prerequisites: SPA-102 or SPA-103.

SPA-206 Intermediate Spanish II (3.00 cr.)

(Spring, Course Offered Every Year)

A continuation of SPA-205. Emphasis on the reading and discussion in Spanish of texts of moderate difficulty. Independent language laboratory work required each week. Prerequisites: SPA-205.

SPA-207 Intermediate Conversation in Spanish (3.00 cr.)

(Spring, Course Offered Every Year)

A course in conversational Spanish which focuses on increasing a student's oral proficiency at the intermediate level. Emphasis is placed on the proper pronunciation of the language and on listening and speaking. Students will learn: to initiate a conversation, to keep contact with the audience (whether an individual or a group), manage to explain what they "really" mean, how to behave appropriately in face-to-face interactions, to achieve competency in different speaking situations, and how to use Spanish the way native speakers do. The class will be conducted entirely in Spanish. It may be repeated once for credit through an approved program of study abroad. Course offered as needed. Prerequisites: SPA 205-206 or equivalent (Intermediate Spanish I and II). Co-requisites: None.

SPA-299 Introduction to Research in Spanish (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an intermediate level of complexity. In her project, the student will investigate an aspect of Spanish or Hispanophone literature, culture or civilization of personal interest and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and the faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from SPA at Level 200.

SPA-300 Life and Study Abroad (1.00–3.00 cr.)

(Varies, Contact Dept. Head)

Intensive study and homestay in a Spanish-speaking country. Credit awarded according to departmental guidelines. Permission of department required to enroll. Pass/Fail grading only.

SPA-301 Business Spanish (3.00 cr.)

(Varies, Contact Dept. Head)

An advanced-level course to orient students' functional use of Spanish to the world of business from a Hispanic cultural perspective. Students will report on current events, trade accords among nations and intercultural issues in the workplace. Prerequisites: Successful completion (grade of C or better) of Intermediate Spanish II (SPA 206) is required and Advanced Composition and Grammar (SPA 306) is preferred. Students who wish to take Business Spanish without having completed SPA 306 should seek the permission of the instructor. Co-requisites: None.

SPA-302 Topics in Language and Culture (1.00-3.00 cr.)

(Varies, Contact Dept. Head)

This course is offered only in connection with the department's programs of study in a Spanish-speaking country. Since instruction is in Spanish, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Instructor's consent required. Prerequisites: SPA-205, SPA-206.

SPA-303 Civilization of Spain (3.00 cr.)

(Fall, Even-Numbered Years Only)

The political and cultural history of Spain including its contributions to Western culture in the fields of art, religion, literature, and music. Prerequisites: SPA 205, SPA 206 or equivalent.

SPA-304 Spanish American Civilization (3.00 cr.)

(Fall, Odd-Numbered Years Only)

History of the Spanish-speaking countries and the impact of their culture in the fields of art, religion, literature and music. Prerequisites: SPA 205, SPA 206 or equivalent.

SPA-305 Spanish Phonetics & Phonology (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all Spanish majors and minors. One hour of non-credit language laboratory required each week. May be taken without prerequisite courses with permission of instructor. Prerequisites: SPA-205, SPA-206 or equivalent.

SPA-306 Advanced Grammar, Composition & Linguistics (3.00 cr.)

(Spring, Course Offered Every Year)

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in Spanish. Prerequisites: SPA-205, SPA-206 or equivalent.

SPA-307 Advanced Conversation **(3.00 cr.)**
(Spring, Course Offered Every Year)

Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary Spanish. Open to juniors and seniors or to other students with special permission of the instructor. Required of majors. Prerequisites: SPA-305, SPA-306 or equivalent.

SPA-308 Readings in Hispanic Literature **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course introduces students to basic techniques for approaching and examining different literary genres in Spanish. Selected readings range in difficulty and include poetry, short story, essay, and testimonial literature. Recommended as an introduction to literature. Prerequisites: SPA-205, SPA-206 or equivalent.

SPA-321 Language and Power **(3.00 cr.)**
(Spring, Course Offered Every Year)

This socio-linguistics course focuses on the study of the theory of politeness; analysis of the linguistic strategies used by the speakers/writers to persuade or manipulate the reader/hearer; and analysis of cases where language is used to express conscious or unconscious prejudice and discrimination against other members of the society. Prerequisites: SPA 206 (or its equivalent). Co-requisites: None.

SPA-331 Spanish and Latin American Film **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course is designed to help the student improve oral and written communication in Spanish and to become familiar with major Hispanic films, directors, and actors and their contributions to cinematic art. Through the medium of film, students will develop a deeper awareness of Hispanic culture and of global affairs. Prerequisites: SPA 206 or equivalent. Co-requisites: None.

SPA-350 Spanish Seminar **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A weekly seminar [80 minutes per week] designed to perfect a student's aural/oral skills in Spanish. Aspects of the culture, civilization, and literature of the Spanish-speaking countries in the world will be discussed. Will include films, workshops, field trips and other activities. May be taken without the prerequisite courses with permission of the instructor. Two semesters required of Spanish majors; may be taken up to four times for credit. Pass/Fail grading may be elected by the non-major. Prerequisites: take SPA-205 and SPA-206 or SPA-305 and SPA-306) or equivalent.

SPA-351 The Development of Poetry **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

Introduction to the poetry of Spain and Latin America designed for third- or fourth-year college Spanish students. Includes literary analysis. Selections are read in chronological order, and each poem is situated in its period and literary movement. Selections from both the epic "El Cid" and lyric poetry will be incorporated. The poetry studied will represent a variety of periods, forms and styles and will include poets such as Jorge Manrique, Garcilaso, Quevedo, Sor Juana InŽz de la Cruz, Espronceda, Vallejo, Neruda and G. Fuertes. Prerequisites: SPA-306, SPA-308.

SPA-352 The Development of Theater **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

The introduction to the theater in the Spanish language is designed for students who are in the third or fourth year of college Spanish. Selections are made thematically and each play or critical text will be situated in its period and literary movement. Selections from Spain, Latin America and Hispanic authors of North America will be included. The plays studied will represent a variety of periods, forms and styles and will include dramatists such as Cervantes, Lope de Vega, Ana Caro Mallen de Soto, Sor Juan InŽz de la Cruz, Usigli, Elena Garro, and Garcia Lorca. Prerequisites: SPA-306, SPA-308.

SPA-353 Development of Short Fiction **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

Introduction to the development of short fiction in the Spanish-speaking world designed for third- or fourth-year students of college Spanish who have completed SPA-308 at Meredith, or students who are native/near-native speakers of Spanish. Selections will be read inchronological order and will be situated in their own historical and literary periods. A variety of periods and styles will be represented, including such authors as Don Juan Manuel, Santa Teresa de Avila, Cervantes, Sor Juana InŽz de la Cruz, Ricardo Palma, Ruben Dario, Jose Marti, Octavio Paz, and Rosario Castellanos. Prerequisites: SPA-308.

SPA-354 Development of Long Narrative **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

A chronological survey of the long Spanish narrative, covering developments in both the Spanish Peninsula and Latin America. Selected chapters from the proto-novel, "La Celestina," passages from "Don Quijote," and excerpts from other novels will be read. Several contemporary novels will be assigned according to theme rather than period. Students will also investigate various avenues of literary criticism. Prerequisite: SPA-308.

SPA-498 Honors Thesis in Spanish **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the honors student investigates an aspect of Spanish language or Hispanophone literature, culture or civilization of personal interest and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Weekly meetings. It is expected that the honors student will spend at least ten hours per week on her thesis. Fulfills honors thesis requirement. Research performed in connection with study abroad is strongly encouraged. Prerequisites: 15 credits from SPA; at Level 300 or above.

SPA-499 Junior & Senior Research in Spanish **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an advanced level of complexity. In her project, the student will investigate an aspect of Spanish or Hispanophone language or literature, culture or civilization of personal interest, and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 12 credits from SPA at Level 300 or above.

Theatre

THE-114 Introduction to Theatre **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course is designed to provide the student with a basic understanding of the art of theatre through an exploration of Aristotelian dramatic theory, the principles of acting and directing, and major events in theatre history. A student experiences theatre through the analysis of dramatic literature and criticism as related to play attendance.

THE-130–THE 142 Theatre Practica **(1.00 cr. hour for each section, listed below)**

(Fall and Spring, Course Offered Every Year)

The practicum is designed to give the student practical theatre experience through production or performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit.

Instructor's consent required for each section listed below.

THE-130 Performance
THE-131 Directing
THE-132 Assistant Directing
THE-133 Lighting
THE-134 Sound
THE-135 Costuming
THE-136 Makeup
THE-137 Stage Management
THE-138 Scenery
THE-139 Design
THE-140 House Management
THE-141 Publicity
THE-142 Box Office

THE 150 Voice and Articulation **(3.00 cr.)**

(Spring, Course Offered Every Year)

A course designed to develop flexibility and expression in the human voice. It is intended for, but not limited to, students who wish to have a career in which strong verbal skills are important. Units include phonetics, accent reduction (Standard American English), projection, resonance, articulation, breathing, vocal anatomy and vocal variety.

THE-214 Creative Dramatics **(3.00 cr.)**

(Varies, Contact Department Head)

Creative dramatics is an area of study which involves drama experiences (pantomimes, improvisations, movement, songs, and games) which are process- not product-oriented for the growth and development of students rather than for the entertainment of the audience. This course includes lectures, readings, and practical opportunities for experience. Observations in area elementary schools and the development of a resource file are required.

THE-224 Acting I **(3.00 cr.)**

(Spring, Course Offered Every Year)

The beginning acting student is introduced to the theories and practical skills of the Stanislavski system including relaxation, concentration, warm-up techniques, and improvisation exercises. Participation in scene study and monologue work, plus applying the basics of scoring, is also explored. May be taken without prerequisite course with instructor's consent. Prerequisites: THE-114.

THE-244 Fundamental Concepts — Theatre **(1.00 cr.)**

(Fall and Spring Course, Offered Every Year)

Vocabulary, critical theories, and concepts of theatre will be introduced through observations, demonstrations, practice, and reflection. Oral and written communication skills will be emphasized. Required of all K-6 licensure students.

THE-245 Stagecraft **(3.00 cr.)**

(Fall, Even-Numbered Years Only)

A study and application of the technical elements of theatre production. Major emphasis will be given to scenic construction and materials used in technical production. Laboratory hours will be arranged for practical experience in scenic arts and crafts. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE 114.

THE-246 Lighting and Sound **(3.00 cr.)**

(Spring, Course Offered Every Year)

An introduction to the basics of electricity, as they apply to theatre, and a survey of the fundamental lighting and sound processes and equipment. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE-245.

THE-247 Costume and Makeup **(3.00 cr.)**

(Fall, Odd-Numbered Years Only)

An introduction to the basics of costume and makeup design and the processes of costume construction and makeup applications for the stage through practical laboratory experience. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE 245.

THE-299 Research in Theatre **(1.00–3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in an original research project with a faculty mentor. The research experience will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: THE-114.

THE-316 History of Theatre Classic-Romance **(3.00 cr.)**

(Fall, Even-Numbered Years Only)

The course will guide the student through the cultural exploration of the origin and development of theatre, dramatic literature and its structure and genres, dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from the beginning to about 1870. Western and non-western theatre history will be examined. Prerequisites: THE-114.

THE-317 History of Theatre Modern-Contemporary **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

The course will guide the student through the cultural exploration of the development of modern theatre, contemporary dramatic literature, modern dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from 1870 to the present. Western and non-western theatre history will be examined. May be taken without prerequisite courses with instructor'sconsent, Prerequisites: THE-114.

THE-320 Puppetry **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

Students will study the history and art of puppetry. They will design, build, and operate various types of puppets: shadow; glove/hand; rod; marionette; and body/masks. Playwrighting, performance, and play production will be thoroughly explored. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE-114.

THE-324 Acting II **(3.00 cr.)**
(Fall, Course Offered Every Year)

Using the work done in Acting I as a foundation, this course focuses on the advanced acting theories of Stanislavski, including sense and emotion memory. Through scene work and monologues, the student explores more complicated characterizations, difficult dramatic genres, and the audition process. May be repeated for credit to a maximum of four times. Prerequisites: THE-224.

THE-335 Scenic Design and Painting **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

The course will explore the art of scenic design and painting. The student will be exposed to the process of drafting, rendering and building three-dimensional models for stage settings. She will also practice the techniques used by scenic artists to paint backdrops and faux finishes for the theatre. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE-114, THE-245.

THE-350 Modern Drama **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of modern theatre from 1875 to the present, this course will look at the development of drama through playwrights and their works. Beginning with Ibsen, Strindberg, Chekhov, and Shaw, the class will explore important twentieth century plays and conclude with contemporary drama. Work will include substantial reading and writing, with viewing and reviewing of performances. Also offered as ENG-350. Prerequisites: ENG-200.

THE-425 Directing **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

Basics of casting, staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Prerequisites: THE-114.

THE-480 Intern: Area of Specialization **(1.00–3.00 cr.)**
(previously the course number was THE 499)

(Fall and Spring, Course Offered Every Year)

The course consists of an internship in theatre management, or in production, and an evaluation of the experience under the guidance of an on-campus instructor. The student will work with a theatre company or an arts organization to explore contemporary theatre practices. May be taken without prerequisite course with instructor's consent. Prerequisite: THE-114

THE-490 Project: Area of Specialization **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A project, selected by the theatre major in consultation with her adviser, will be completed that will focus on her area of specialization (performance, production, management, etc.). Instructor's consent required.

THE-496 Seminar in Musical Theatre **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE114.

THE-498 Honors Thesis in Theatre **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to theories, methods, and ethics of aesthetic inquiry. In conjunction with a Theatre faculty mentor, the student will formulate and execute an original research project that will culminate in a research paper and/or performance work. A "research Course Information Form" completed by the student and the faculty mentor is required for registration. The research project must meet Honors Program Thesis requirements as well as the expectations of the Theatre faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

THE-499 Research in Theatre **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for juniors and seniors to participate in an original research project with a faculty mentor. The research experience will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisite: THE-114.

THE-735 Methods of Teaching Theatre **(3.00 cr.)**
(Varies, Contact Department Head)

This course provides basic instruction in teaching methods for theatre, using behavioral instructional objectives as the basis for development. Students will develop a philosophy of teaching theatre; organize units and lesson plans; question, criticize, and reformulate assumptions about the nature of their work through reflection on their own teaching methods. Prerequisite: THE-214.

Women's Studies

WST 200 Reading Women's Lives; Introduction to Women's Studies (3.00 cr.)

(Fall, Offered Every Year)

This course begins with our asking the seemingly simple question, What is a woman? and a corollary question, What is feminism? Women's studies scholars and activists in women's issues have made it their work to examine the historical and social constructions of gender from cross-cultural and interdisciplinary perspectives. Throughout the course, you will be invited to think, speak, create, act and write critically about women's ideas and experience. We will work toward understanding how various aspects of women's identities, including age, race, class, and sexual orientation interconnect, and how these differences help women position themselves in relation to various forms of feminism. This course fulfills a cultural perspectives or social and behavioral science elective for general education requirements.

WST 299 Research in Women's Studies (1.00–3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomore majors and minors or others with permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required. Signature of instructor is required for registration. This course may be repeated for a total of six credits.

WST 300 Contemporary Feminist Theories (3.00 cr.)

(Spring, Course Offered Odd Years)

This course is designed to provide students with a broad overview of the key feminist theoretical debates of the 20th and 21st century. Using some early works to provide a critical and historical foundation, the course will trace the roots of contemporary American feminism and identify recurrent themes in feminist thought and theory. Using a variety of texts and selected readings, this course will encourage students to sharpen their critical skills, understand and appreciate the diversity of approaches taken by feminist theorists, and apply feminists theories/approaches to a number of issues in their chosen disciplines. Prerequisite: WST 200

WST 472 Women's Studies Service Project (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course, recommended for the major in Women's Studies, presents an opportunity for students to contribute knowledge and skills to a project related to social change and focused on women, feminism, or gender. Legislative, community, educational, or non-profit settings provide the context. The service project is developed between student and faculty sponsor with approval of Women's Studies director. The connections between scholarship, social action and ethical responsibility are emphasized. A weekly seminar with other students and/or meeting with the faculty director of the project provides a structured setting in which to analyze these experiences and share works-in-progress. A thorough report is submitted at the end of the semester. Prerequisite: WST 200

WST 490 Selected Topics in Women's Studies (3.00 cr.)

(Spring, Course Offered Even Years)

An open enrollment course that draws broadly upon historical, contemporary and/or controversial topics in the field of Women's Studies; no prior experience in Women's Studies assumed. Each topic provides students with a place to consider issues, engage in dialogue, and make meaningful connections to their own lives and the larger world. The course offers a variety of formats, foci, and processes that will change with the instructor. This course is offered Spring semester even years. Prerequisites: Context of Culture and Junior Status.

WST 495 Crossing Borders; Women Making Change in a Global Society (3.00 Cr.)

(Spring, Course Offered Every Year)

Globalization has spurred the way in which changes on one continent or country impact the lives of women everywhere. This course will introduce students to the problems, experiences and activism of women in diverse situations and contexts, and examine the effects and influence of globalization on the lives of women. The emphasis will be on issues of identity (as mothers, consumers, citizens, workers) and organizing for change (economic, political, cultural, and legal). As we explore activism and the obstacles to change within a global context, we will reflect on how the local is increasingly shaped by complex and distant cultures. Prequisite: 75 hours.

WST 498 Honors Thesis in Women's Studies (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to seniors in the Honors and/or Teaching Fellows Program who, in conjunction with a faculty mentor, will formulate and execute an original and advanced level research project investigating an aspect of women's studies of interest to her. A research proposal form completed by the student and faculty mentor is required. Signature of instructor is required for registration. The maximum credit is three semester hours. Prerequisite: WST 200.

WST 499 Research in Women's Studies (1.00–3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to junior and senior majors and minors or others with permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required. Signature of instructor is required for registration. This course may be repeated for a total of six credits. Prerequisites: WST 200 and WST 300.

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Professor of English; Director of International Studies

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Elizabeth A. Weir, Ed.D. (Fall 2005 only)
Professor of Education

B.Ed., Massey University, Palmerston North, New Zealand; M.Ed., Ed.D., North Carolina State University.

Susan B. Wessels, D.B.A., C.P.A.(1978)
Professor of Business

A.B., Grove City College; M.B.A., DePaul University. D.B.A., University of Sarasota

Ellen Williams, D.M. (1992)
Professor of Music

A.B., Meredith College; M.M., New England Conservatory; D.M., Florida State University.

Pamela Winfield, Ph.D. (2003)
Assistant Professor of Religion and Philosophy

B.S.L.A., Georgetown University; A.M., Ph.D., Temple University.

Paul Winterhoff, Ph.D. (1995)
Associate Professor of Human Environmental Sciences

A.B., Duke University; M.S., Ph.D., University of North Carolina at Greensboro.

Joseph Wofford, Ph.D. (2005)
Assistant Professor of English

A.B., A.M., North Carolina State University; Ph.D., University of North Carolina at Greensboro

Elizabeth D. Wolfinger, Ph.D. (1992)
Professor of Biology

B.S., Liberty University; Ph.D., North Carolina State University.

Scott Wray, M.S. (2005)
Assistant Professor of Health, Exercise and Sports Science

B.S., M.S., Indiana University

Michiko Yamada, Ph.D. (2005)
Assistant Professor of Communication

A.B., University of Shizuoka; A.M., Ph.D., University of Oklahoma

Anne York, Ph.D. (1999)
Assistant Professor of Business

B.S., Elon University; M.S., University of North Carolina at Charlotte; Ph.D., North Carolina State University.

Rhonda M. Zingraff, Ph.D. (1979)
Professor of Sociology

B.S., Virginia Commonwealth University; A.M., Ph.D., Bowling Green State University.

David Zinn, M.S. (2004)
Instructor of Health, Exercise and Sports Science

B.S., West Virginia University; A.M., Cumberland College; M.S., University of Tennessee at Knoxville

Adjunct Faculty, 2005–2006

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

Sara Abosch, Ph.D. (2005)
History

A.B., A.M., Ph.D., SUNY College at Buffalo

Karen Allred, Mus.M. (1995)
Music

Mus.B., Meredith College; Mus.M., University of North Carolina at Greensboro.

Suzanne Andron, M.L.A. (1988)
Human Environmental Sciences

B.S., Pratt Institute; M.L.A., North Carolina State University.

Heather Applegate, M.Ed. (2004)
Human Environmental Sciences

B.S., M.Ed., The Ohio State University

Kristi Arriaga, M.Ed. (Spring 2006)
Education

A.B., M.Ed., Meredith College

Wilinda Atchley, A.B. (1987)
Music

A.B., Eastern New Mexico University

Debrah Barish, M.Ag. (Spring 2006)
Human Environmental Sciences

B.S., M.Ag., University of Florida

Richard Beatty, M.F.A. (1989)
Art

B.S., East Carolina University; M.Ed., M.F.A., University of North Carolina at Greensboro.

Neal Bengtson (Fall 2005)
Business

B.S., B.S., M.S., North Carolina State University; M.S., University of Alabama; Ph.D., Purdue University

Stephen Benko M.P.H. (2005)
Religion

A.B., Loyola University-New Orleans: A.M., M.P.H., Syracuse University

Ellen Birch, M.Ed. (2005)
Mathematics and Computer Science

B.S., M.Ed., North Carolina State University

Anna Bonaduce, A.M. (Spring 2006)
Foreign Languages and Literatures

A.B., A.M., Universita Degil Studi L'Aquila

Sarah Boone, A.M. (2000)
English

A.B., A.M., University of North Carolina at Chapel Hill

Nina Bostic, M.Ag. (Spring 2006)
Human Environmental Sciences

B.S., Meredith College; M.Ag., North Carolina State University

Amy Brabeck, A.M. (2005)
Foreign Languages and Literatures

A.B., St. Mary's College-IN; A.M. University of Illinois at Urbana

Kristi S. Brewer, A.M. (1994)
Communication

A.B., B.S., Concord College; A.M., Marshall University.

Angie Browning, A.B. (2002)
Dance

A.B., Meredith College

L.D. Burris (Spring 2006)
Dance

Laura Button, A.M. (2006)
English

A.B., Birmingham Southern College; A.M., University of Alabama at Tuscaloosa

Raymond Capra, A.M. (2004)
Foreign Languages and Literatures

A.B., University of California at Santa Barbara: A.M., Univeristy of North Carolina at Chapel Hill

Julie Carroll, M.Ed. (2005)
Education

A.B., Wellesley College; M.Ed., Harvard University

Gina Cash, A.M. (2004)
English

A.B., A.M., University of Oklahoma

Janet Cherry, Mus.M. (1988)
Music

Mus.B., Mus.M., Meredith College.

Margaret Clary, M.Ed. (2001)
Education

A.B., Limestone College; M.Ed., Meredith College.

Wendy Clinton, M.S (Spring 2006)
Mathematics and Computer Science
B.SE., West Chester University; M.S., North Carolina State University

Paul Cockshutt, A.B., (2004)
English
A.B., Washington and Lee University.

Helen Collier, M.Ed. (1999)
Education
A.A., Mars Hill College; A.B., Pfeiffer University; M.Ed., University of North Carolina at Chapel Hill.

Thomas Colson M.S. (Fall 2005)
Chemistry
B.S., M.S., North Carolina State University

Randolph Cox, Ph.D. (2001)
Foreign Languages and Literatures
A.B., University of Richmond; A.M., Ph. D., University of Wisconsin at Madison.

Ralph Craig, B.S. (2000)
Mathematics and Computer Science
B.S., Presbyterian College

Wallace Crumpler, M.L.Sci. (1995)
Biology
B.S., North Carolina State University; M. Life Sciences, North Carolina State University.

Allen Davidson, Ph.D. (Fall 2005 only)
Religion
A.B., Wheaton College; A.M., University of North Carolina at Chapel Hill; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Emory University

Callie DeBellis, A.M. (2004)
Foreign Languages and Literatures
A.B., The Colorado College; A.M., University of North Carolina at Chapel Hill

Elizabeth Dempster, M.S. (2005)
Mathematics and Computer Science
B.S., University of North Carolina at Chapel Hill; M.S., North Carolina State University

Karel DiFranco, M.S. (Spring 2006 only)
Psychology
B.S., M.S., State University College at Buffalo; M.S., Niagara University.

Gwynn Dillard, M.S. (Spring 2006 only)
Psychology
B.S., University of North Carolina at Chapel Hill; M.S., North Carolina State University

Duane Dreyer, P h.D. (2004)
Biology and Health Sciences
B.S., Ph.D., University of Pittsburgh

Ann Driscoll A.M. (Spring 2006)
Art
B.S., University of Texas at Austin; A.M., Southern Methodist University

Elizabeth Droessler, M.Ed. (2004)
Dance
B.S., University of North Carolina at Greensboro; M.Ed., North Carolina State University.

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Health, Exercise and Sports Science
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Janis Dupre, Mus.M. (1994)
Music
Mus.B., Mus.M., Florida State University.

Don Eagle, (1986)
Music
Undergraduate Study, University of North Carolina at Chapel Hill, private study

Susan Ellis , J.D. (2005)
Business
B.S., University of North Carolina at Chapel Hill; J.D., Wake Forest University

Risa Ellovich, Ph.D. (Spring 2006 only)
Sociology
A.B., Chatham College; A.M., Ph.D., Indiana University

Miles Engell, Ph.D. (2004)
Biology
B.S., Davidson College, Ph.D., North Carolina State University

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Business
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Music
Mus.B, University of North Carolina at Chapel Hill; Mus.M., University of Illinois, Mus.D., Northwestern University.

Kimberly Foreman, M.Ed. (Spring 2006)
Education
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Elliott Gaffer, M.A. T. (Sp. 2000)
Foreign Languages
B.A., University of Massachusetts; M.A.T., Brown University.

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Music
Mus.B., Meredith College; Mus.M., Meredith College.

David Giles, M.G.D. (2005)
English

B.E.P.D., M.G.D., North Carolina State University

John Giles, A.M. (2004)
Business

A.B., North Carolina State University; A.B., A.M., University of North Carolina at Chapel Hill

Jimmy Gilmore, Mus.M. (1994)
Music

Mus.B., Performer's Certificate, Eastman School of Music of the University of Rochester; Mus.B., Mus.M., Julliard School of Music.

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Business

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Health, Exercise and Sports Science

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Lois Hart, Ed.D. (Fall 2005 only)
Education

B.S., Ph.D., Fayetteville State University; M.Ed., North Carolina Central University

Susan Hartley, M.F.A. (2002)
Dance

A.B., University of North Carolina at Chapel Hill; M.F.A., University of North Carolina at Greensboro

Carl Hatchell, M.A.T. (Fall 2005 only)
Health, Exercise and Sports Science

B.S., Mars Hill College, M.A.T., University of North Carolina at Chapel Hill

Kevin Hill, M.Ed. (Spring 2006)
Education
A.B., M.Ed., North Carolina State University

Cynthia Hoban, M.Ed. (1999)
Health, Exercise and Sports Science

B.F.A., The Ohio State University; M.Ed., North Carolina State University

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English

A.B., Appalachian State University; A.M., North Carolina State University

Virginia Hudson, Mus.M. (1981)
Music

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Sarah Huffmann, B.S. (2002)
Health, Exercise and Sports Science

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Laura Humphreys, A.M. (Spring 2006)
Communication

A.B., Meredith College; A.M., University of Georgia at Athens

Nasser Isleem, Ph.D. (2004)
Foreign Languages and Literatures

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Neil Jacobs, Jr., Ph.D. (2003)
Chemistry

B.S., University of South Carolina; M.S., Ph.D., North Carolina State University

Darlene Johnson, M.S.W. (Spring 2006)
Sociology and Social Work

B.S.W., Southern Illinois University at Carbondale; M.S.W., University of North Carolina at Charlotte

Nancy Johnston, M.Ed. (2004)
Human Enviromental Sciences

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Music

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Alice Jones, M.S. (1994)
Mathematics and Computer Science

B.S., M.S., Syracuse University

Kelly Kandra, A.M. (Fall 2005 only)
Psychology

A.B., Millersville University; A.M., University of North Carolina at Chapel Hill

Cristin Keary, B.S. (Spring 2006)
Chemistry

Old Dominion University

Mark Kline, B.S. (Spring 2006)
Psychology

B.S., Indiana University

Nicole Laliberte, M.F.A. (Spring 2006)
Dance

B.F.A., Boston Conservatory; M.F.A., University of North Carolina at Greensboro

Lutz Kube, Ph.D. (2001)
Foreign Languages and Literatures

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Jun Hyeng Lee, A.B. (2005)
Health, Exercise and Sports Science

A.B., George Mason University

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Art
B.S., University of Florida

Janet Link, M.F.A. (2005)
Art
A.B., Meredith College; M.F.A., Louisiana State University at Baton Rouge

Tom Lohr, Mus.M. (1979)
Music
Mus.B., University of North Carolina at Chapel Hill; Mus.M., University of Kentucky.

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Health, Exercise and Sports Science
A.B., Rowan University; A.M., Furman University

Allison Lowe-Reed, M.Econ. (2004)
Business
A.B., M.Econ., North Carolina State University

Cornelius McCormick, Ph.D. (2003)
Chemistry
B.S., St. Joseph's College; Ph.D., University of Maryland.

Sally McCormick, M.C. (1998)
Communication
A.B., University of North Carolina at Chapel Hill; M.C., Georgia State University

Lucrecia Maclachlan, A.M. (2005)
Foreign Languages and Literatures
University of Barcelona; A.M., A.M., Ball State University

Julia Mastro, A.M. (2005)
Foreign Languages and Literatures
A.B., University of Colorado; A.M., Arizona State University

Julie Mayberry, A.M. (2002)
Music, Communication and Theatre
A.B., A.M., University of North Carolina at Chapel Hill

Kathy Mayberry, M.Ed. (2996)
Health, Exercise and Sports Science
B.S., Appalachian State U niversity; M.Ed., North Carolina State University

Manley Midgett, M.S. (1987)
Education
B.S., M.S., University of North Carolina at Chapel Hill.

Page Midyette, M.B.A. (2002)
Business
A.B., M.B.A., Meredith College

Julye Mizelle, M.Ed. (Spring 2006)
Education
A.B., North Carolina State University; M.Ed., Meredith College

Samuel Mozley, Ph.D. (2005)
Biology and Health Sciences
B.S., M.S., Ph.D., Emory University

Debra Murphy, Ph.D., (1999)
Religion
B.S., West Virginia Wesleyan College; M.T.S., Duke University Divinity School; Ph.D., Drew University.

Teresa Nunes, M.S. (2005)
Foreign Languages and Literatures
A.B., Texas A&M University; A.M., M.S., Purdue University

Phyllis O'Hara, B.S. (1993)
Mathematics
B.S., Meredith; Postgraduate Diploma-University of Warwick.

Amy Olsen, M.A. (2005)
Health, Exercise and Sports Science
B.A., Eastern Kentucky University

Daniel Oliver, M.S. (2003)
Communication
A.B., M.S., University of Kansas

Cathie Ostrowski, M.S. (2003)
Human Environmental Sciences
B.S., M.S., D'Youville College

Steven Pashby, A.B. (2003)
Exercise
A.B., North Carolina State University

Robert Patchus, M.S. (2005)
Chemistry
B.S., M.S., University of New Orleans

Pam Patterson, M.Ed. (Spring 2006)
Education
A.B., M.Ed., University of North Carolina at Greensboro

Frank Pittman, M.Mus. (1999)
Music
Mus.B., University of North Carolina at Chapel Hill; M.Mus., Temple University

Risa Poniros, Mus.M. (1997)
Music
Mus.B., University of North Carolina at Greensboro; Mus.M., University of Tennessee at Knoxville. .

Alex Poorman, M.Arch. (2004)
Human Environment Sciences
B.Int. Arch., Kansas State University; M.Arch., North Carolina State University.

William Price, Ph.D. (1995)
History
A.B., Duke University; A.M., Ph.D., University of North Carolina at Chapel Hill.

Richard Quinn, Ph.D., (2001)
English
A.B., State University of New York; A.M., University of Georgia; Ph.D., University of Iowa.

Mialy Rabe, Ph.D. (Spring 2006)
Biology
A.B., ENIII Teacher's Training College, Antananarivo, Madagascar; M.S., Ph.D., North Carolina State University

Michael Rackett, M.Div. (Spring 2006)
Religion
A.B., College of William and Mary; M.Div., Southern Baptist Theological Seminary

Linda Reynolds, M.S. (Spring 2006 only)
Education
B.S., M.S., Southern Connecticut State University

Katherine Richter, M.Ed. (Spring 2006)
Chemistry
B.S., Frostburg State University; M.Ed., North Carolina State University

Kelly Roberts, M.S. (2004)
English
A.B., Meredith College; M.S., North Carolina State University

Susan Roberts, M.Ed. (Spring 2006)
Education
B.S., East Carolina University; M.Ed., Coppin State College

Frank Rogers, Ph.D. (2005)
History and Politics
B.S., College of Holy Cross; A.M., Ph.D., University of Virginia

Lou Rosser, A.M. (1991)
English
A.B., University of North Carolina at Chapel Hill; A.M., North Carolina State University.

Ann Roth, A.M., (2001)
Art
B.F.A., University of Michigan; A.M., University of Kansas

Julia St. John, Ph.D. (Fall 2005)
English
A.B., University of North Carolina at Charlotte; A.M., Ph.D., University of North Carolina at Chapel Hill

Wendy Savage, A.B. (Spring 2006)
Art
A.B., Florida State University

Sydney Scherr, M.F.A. (1991)
Art
B.F.A., Kent State University; M.F.A., Southern Illinois University

Marilyn Scheirmeier, M.Ed. (1995)
Mathematics
A.B., Webster College; M.Ed., North Carolina State University.

Judy Schmidt, M.S. (Spring 2006)
Psychology
A.B., Meredith College; M.S., University of North Carolina at Charlotte

Michael Seda, Ph.D. (Spring 2006)
Business
B.S., M.B.A., St. Johns University-Jamaica; Ph.D., New York University

Romita Sen, Ph.D. (2001)
Chemistry
B.S., M.S., University of Delhi,, India; Ph.D., University of Michigan

Mark Sheftall, Ph.D. (2005)
History
A.B., A.M., University of Georgia at Athens; Ph.D., Duke University

Lina Sibert, M. Arch. (1999)
Human Environmental Sciences
B.Env. Dsn. & Arch, North Carolina State University; M.Arch. University of California-Berkley.

Judith Simon, M.Ed., (Spring 2006)
Education
B.S., Appalachian State University; M.Ed., University of North Carolina at Greensboro

Sally Sloop, B.S., (2004)
Human Environmental Sciences
B.S., Wheelock College; A.M., Boston University; A.M., Harvard University.

Paul Smith, B.S. (2001)
Health, Exercise and Sports Science
B.S., Methodist College.

Judith Simon, M.Ed., (Spring 2006)
Education
B.S., Appalachian State University; M.Ed., University of North Carolina at Greensboro

Georgia Springer, M.P.D. (1990)
Art
A.B., Duke University; J.D., George Washington University; M.P.D., North Carolina State University.

Henry Steele, Ph.D. (Fall 2005 only)
Business
B.S., A.M., University of Missouri; Ph.D., Indiana University

Angela Stephenson, Mus.M. (1992)
Music
Mus.B., Mus.M., Meredith College.

Edward Stephenson, Mus.B. (1987)
Music
Mus.B., North Carolina School of the Arts.

Margie Stewart, M.F.A. (2000)
Art

A.B., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; M.F.A., University of North Carolina at Greensboro; M.P.D., North Carolina State University

Bonnie Stone, A.M. (Spring 2006)
English

A.B., A.M., Duke University

LoriAnn Stretch, Ph.D. (2005)
General Education

A.B., A.M., Longwood College; Ph.D., North Carolina State University

Cornelius Swart, A.B., Ph.D. (1993)
Education

A.B., Ph.D., University of North Carolina at Chapel Hill; A.M., George Peabody College

Fanella Tague, A.M. (2002)
Foreign Languages and Literatures

A.B., Meredith College; A.M., The Ohio State University

Sally Zeigler Thomas, D.M.A. (1983)
Music

Mus.B., Meredith College; Mus.M., The Ohio State University; D.M.A., University of North Carolina at Greensboro.

Bonnie Torgerson, M.Ed. (1993)
Education

A.B., Webster College; M.Ed. Duke University.

Kristin Wallace, M.S. (Spring 2006)
Business

M.S., University of Central Florida

Theresa Walker, B.S. (2005)
Health, Exercise and Sports Science

B.S., Temple University

Cheryl Warren, Ph.D. (2004)
Chemistry

B.S., Wright State University, Ph.D., University of North Carolina at Chapel Hill

Mary Ann Weathers, Ph.D. (2005)
English

A.B., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill

Hilary Wilkinson, M.S. (2004)
Psychology

A.B., Meredith College; M.S. Radford University

Lola Williamson, Ph.D. (2005)
Religion and Philosophy

A.B., M.L.S., Rollins College; M.S., A.M., Florida State University; Ph.D., University of Wisconsin at Madison

Laura Woodall (2005)
Health, Exercise and Sports Science

B.S., M.S. Iowa State University

Fred Woodward, M.S. (2001)
Mathematics/Computer Science

A.B., Rhodes College; M.S., North Carolina State University

Robin Wright-Vincent, M.Ed. (2002)
Education

B.S., M.Ed., Meredith College

Laurie Zack, A.B. (2005)
Mathematics/Computer Science

B.S., University of Arkansas

Nathan Zalman, D.M.A. (2003)
Music

Mus.B., Shenandoah Conservatory; Mus.M., D.M.A., University of Michigan.

Faculty Emeriti 2005–2006

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Audrey R. Allred, M.Ed. (1970)
Associate Professor of Education

A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

Vergean Birkin, A.M. (1973)
Assistant Professor of Geography

A.B., A.M., University of Colorado.

Martha Bouknight, Ph.D. (1996)
Professor of Mathematics

A.B. University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; Ph.D., North Carolina State University

Carol Brown, M.S. (1983)
Associate Professor of Health and Exercise

B.S., Colorado State University; M.S., Smith College

Clara R. Bunn, Ph.D. (1969)
Professor of Biology

A.B., Meredith College; M.S., Ph.D., North Carolina State University.

Craven Allen Burris, Ph.D. (1969)
Vice President and Dean of the College Professor of History and Politics

A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; A.M., Ph.D., Duke University.

James L. Clyburn, M.S. (1958)
Professor of Music

A.B., Elon College; M.S., Julliard School of Music

Bernard Cochran, Ph.D. (1960)
Professor of Religion

A.B. Stetson University; B.D., Th.M., Southeastern Baptist

Theological Seminary; Ph.D., Duke University

Jacques Comeaux, Ph.D. (1983)
Associate Professor of Foreign Languages

A.B., Southwestern University; A.M., University of Iowa; A.M., University of Salamanca; Ph.D. Florida State University.

James C. Crew, Ph.D. (1990)
Professor of Business

B.S., M.Econ., Ph.D., North Carolina State University.

Roger H. Crook, Ph.D. (1949)
Professor of Religion

A.B., Wake Forest University; Th.M., Ph.D., Southern Baptist Theological Seminary.

Anne Dahle, M.Ed. (1972)
Director of Re-entry Program

A.B., Meredith College; M.Ed., North Carolina State University.

James H. Eads, Jr., M.S. (1958)
Assistant Professor of Biology

A.B., University of Kansas; M.S., University of Alabama.

Lois Frazier, Ed.D. (1954)
Professor of Business

B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.

Janet Freeman, M.L.S. (1984)
Dean, Library Information Services

A.B., University of North Carolina at Greensboro; M.L.S., George Peabody College

Phyllis W. Garriss, Mus.M. (1951)
Professor of Music

A.B., Mus.B., Hastings College; Mus.M., Eastman School of Music, the University of Rochester.

Alice Goode, Mus.B. (1974)
Instructor of Voice

Mus.B., Texas Tech University.

Bluma Greenberg, A.M. (1976)
Assistant Professor of Art

A.B., Duke University; A.M., University of North Carolina at Chapel Hill.

Frank L. Grubbs, Ph.D. (1963)
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A.B., Lynchburg College; A.M., Ph.D., University of Virginia

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Associate Professor of Mathematics

A.B., Duke University; M.S., Ph.D., North Carolina State University

Isabelle Haeseler, M.S.M. (1956)
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B.S., Lebanon Valley College; M.S.M., Union Theological Seminary

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B.S., Southwestern State University; M.Ed., Ed.D., North Carolina State University

John Hiott, M.Div (1968)
Director of Scholarships and Financial Assistance

A.B., Baylor University; M.Div., New Orleans Baptist Theological Seminary.

Ellen M. Ironside, Ph.D. (1983)
Dean of Continuing Education

A.B., Wells College; A.M., Teachers College, Columbia University; Ph.D., University of North Carolina at Chapel Hill.

Mary Bland Josey, M.Ed. (1953)
Director of Admissions

A.B., Meredith College; M.Ed., North Carolina State University.

Marie Capel King, M.Ed. (1971)
Director of Career Services

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A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill.

Vivian Kraines, Ph.D. (1979)
Professor of Mathematics

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B.S., St. Joseph's University; A.M.,University of Delaware; Ed.D., North Caroina State University

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Marie Mason, Ph.D. (1969)
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A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

Jay D. Massey, A.M. (1957)
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B.S., University of North Carolina at Greensboro; A.M., New York University.

Murphy Osborne, Ed.D. (1988)
Vice President for Institutional Advancement

B.S., High Point College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of Tenessee

Allen F. Page, Ph. D. (1973)
Professor of Religion

A.A. Mars Hill College; A.B. Wake Forest University; M.Div. Union Theological Seminary; Ph.D. Duke University

Cleo G. Perry, A.B. (1975)
Director of Alumnae Affairs

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Dorothy K. Preston, Ph.D. (1961)
Professor of Mathematics

A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; Ph.D., North Carolina State University.

Carolyn C. Robinson, A.B. (1958)
College Editor and Director of Publications

A.B., Meredith College.

Nona Short, A.M. (1966)
Professor of Art/ Foreign Languages and Literatures

A.B., University of Mississippi; A.M., University of Wisconsin

Dorothy J. Sizemore, A.M. (1980)
Dean of Students

A.B., William Jewell College; A.M., Georgetown College.

Donald Spanton, Ph.D. (1983)
Professor of Business

B.S., Rensselaer Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

LaRose F. Spooner, Ed.D. (1967)
Vice President for Marketing

A.B., Tift College; M.A.T., Duke University; Ed.D., North Carolina State University

Marilyn M. Stuber, Ed.D. (1965)
Professor of Human Environmental Sciences

B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

Eugene Sumner, D.S.W. (1973)
Professor of Social Work

A.A., Mt. Olive College; A.B. Atlantic Christian College; M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Utah.

Leslie W. Syron, Ph.D. (1945)
Professor of Sociology

A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill.

Louise Taylor, Ph.D. (1978)
Professor of English

A.B., Swarthmore College; M.A.T., Duke University; A.M., Ph.D., Florida State University.

Olive D. Taylor, M.Ed. (1970)
Assistant Professor of Mathematics

B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill.

Charles R. Tucker, Ph.D. (1966)
Professor of Sociology

A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

John E. Weems, Ed.D. (1972)
President

B.S., A.M., Ed.D., George Peabody College

Burgunde Winz, Ph.D. (1978)
Professor of Foreign Languages

A.B., A.M., ADI-Germersheim, West Germany; Ph.D., University of North Carolina at Chapel Hill

Inge Witt, A.B. (1976)
Adjunct Instructor of Music

A.B., Hons., London University; Elementary Certificate, Jacques-Dalcroze Institute through Carnegie-Mellon University.

Betty Jean Yeager, A.B. (1948)
Faculty Secretary

A.B., Meredith College.

Administration

(The date in parentheses indicates the year in which the administrator joined the Meredith organization.)

OFFICE OF THE PRESIDENT

Maureen A. Hartford, Ed.D. (1999)
President

Catheryne P. Allen, (1998)
Assistant to the President and Secretary to the Board of Trustees

Carol A. Gramer, B.S. (2000)
Assistant to the President

Jeannie Morelock, M.B.A. (1988)
Assistant to the President for Communications

RESEARCH, PLANNING AND ASSESSMENT

Sue E. Kearney, A.M. (1966)
Assistant to the President for Planning and Dean of Institutional Effectiveness

Lori Wade Miller, B.S. (2003)
Institutional Research Associate

Michael Alan Feldstein, Ed.D. (2003)
Assistant Dean of Institutional Effectiveness

Mary Wahl Schmitt, B.S. (2005)
Research/Administrative Assistant

MARKETING AND COMMUNICATIONS

Kristi Eaves-McLennan, B.A. (2000)
Director of Marketing and Communications

Karen Dunton, B.A. (2004)
Associate Director of Marketing

Kim M. Marcom, B.S. (2002)
Manager of Graphic Design

Melyssa Allen, B.A. (2001)
Assistant Director of News and Media Relations

Mary Rose, B.A. (2005)
Graphic Designer

David Timberlake, B.A. (2001)
Web Designer

Betsy Rhame, B.A. (2005)
Marketing Writer

Kaye Rains, B.A. (2001)
Office Manager

Academic Affairs

OFFICE OF THE SENIOR VICE PRESIDENT AND THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Rosalind R. Reichard, Ph.D. (2000)
Senior Vice President and Vice President for Academic Affairs

Anne E. Pickard, A.A. (1974)
Senior Administrative Assistant

OFFICE FOR SPECIAL ACADEMIC PROGRAMS

Alyson Colwell-Waber, M.F.A. (1984)
Dean for Special Academic Programs

Amy Kinney, B.A. (1998)
Administrative Assistant

Mattie Hawkins, B.A. (2005)
Administrative Assistant

DEPARTMENTAL ASSISTANTS

Katherine Bailey (2005)
Denise Byron-Cox, M.A., (2004)
Diana Davis (2003)
Mary Doyle (2004)
Helen Fallwell (2001)
Bonnie Furman, B.A. (2002)
Susan Humphrey, B.A. (2002)
Veronica Johnson, B.A. (2005)
Christie Lee (1991)
Diane Parker, A.A. (2001)
Connie Robledo, B.A. (2005)
Jeannette Rogers (1998)
Alyce Turner, A.B. (1993)

OFFICE OF THE REGISTRAR

Jody Hamilton-Davis, M.A. (2003)
Registrar

Karen West, M.B.A., (1994)
Associate Registrar

Sue Greiner, M.T.S. (1999)
Associate Registrar

Linda Wann, B.A. (1999)
Records Manager

TBA.
Records Specialist

Debra Fairbrother, A.S. (2001)
Records Specialist

LIBRARY

Laura Davidson, M.S.L.S. (2002)
Dean of Library Information Services

Dianne Andrews B.A. (1995)
Interlibrary Loan Supervisor/Circulation Assistant

Cheryl Benze, M.M.E. (2001)
Music Library Supervisor

Monica Borden, B. M. (2002)
Cataloging Assistant

Melanie Fitzgerald, B.S. (2000)
Cable Administrator

Martha Fonville, A.A. (2002)
Technical Services Assistant

Donna Garner, B.S. (1990)
Circulation Supervisor

John W. Kincheloe III, M.A. (1985)
Media Specialist

Richard McBane, Jr., B.S.E.E. (1986)
Media Services Assistant

Susan Kincheloe McClintock, M.S., M.S.L.S. (1988)
Head Reference Librarian

Niamh McGuigan, M.S. (2005)
Reference Librarian

Carrie Nichols, M.L.S. (1995)
Catalog Librarian

Jean Porter, M.S. (2001)
Assistant Reference Librarian

Jean Rick M.A., M.S.L.S. (1994)
Reference Librarian

Geraldine Sargent (1978)
Administrative Assistant

Marcia Schroer (2001)
Circulation Assistant

Judith Schuster, M.S.L.S. (2000)
Reference Librarian

Margaret Sexton (1975)
Technical Services Assistant

Edward M. Waller, M.A., M.S.L.S. (1986)
Head of Technical Services

Elizabeth Evans (2005)
Circulation Assistant

23+ PROGRAM

Susan E. Adams, Ph.D. (2002)
Director

LeNelle Patrick, M.Ed. (1999)
Associate Director

Donna Pilkington, B.S. (2000)
Program Assistant

GRADUATE AND PROFESSIONAL STUDIES

Claire McCullough, Ph.D. (2002)
Assistant Vice President for Graduate and Professional Studies

Karen Sampson, B.S. (1996)
Assistant

GRADUATE STUDIES

Christie B. Hill, B.A. (2005)
Director of Graduate Admissions

Sylvia Horton, A.A.S. (2001)
Admissions Coordinator

Laura McClain, B.S. (2000)
Research and Operations Manager

PARALEGAL PROGRAM

Marisa Campbell, J.D. (2000)
Director

Valerie Campbell (2005)
Program Assistant

COMMUNITY OUTREACH

Paula O'Briant, B.S. (1994)
Director

Anne Henderson, A.B. (1995)
Assistant

SCHOOL OF THE ARTS

Rebecca Bailey, Ph.D. (1984)
Dean

SCHOOL OF BUSINESS

Denise Rotondo, Ph.D. (2006)
Dean

Page Midyette, M.B.A. (2001)
M.B.A. Coordinator

TBD
Administrative Assistant

SCHOOL OF EDUCATION

Linda R. Hubbard, Ph.D. (2002)
Dean

Iesha Cleveland, B.A. (2000)
Coordinator of Non-Degree Advising

Sharon Jones, B.S. (2001)
Administrative Assistant

SCHOOL OF HEALTH AND HUMAN SCIENCES

Marie Chamblee, Ph.D. (1977)
Dean

SCHOOL OF HUMANITIES AND SOCIAL SCIENCE

W.Garrett Walton, Jr., Ph.D. (1986)
Dean

Barbara McKay (1997)
Assistant

SCHOOL OF NATURAL AND MATHEMATICAL SCIENCES

Virginia Knight, Ph.D. (1987)
Dean

FACULTY DEVELOPMENT

Carla Ross, Ph.D. (1998)
Director

HONORS PROGRAM

Cynthia Edwards, Ph.D.
Director

INTERNATIONAL STUDIES

Betty Webb, Ph.D. (1974)
Director

Sara Milani, A.B. (2002)
Assistant Director

Tracy Knight (2002)
Program Assistant

SPONSORED PROGRAMS

Linda Hatcher, Ed.D. (2005)
Director

TEACHING FELLOWS PROGRAM

Allynna Stone, A.M. (2003)
Director

Julie Malley (2004)
Program Assistant

UNDERGRADUATE RESEARCH

Rhonda Zingraff, Ph.D. (1979)
Director

COOPERATING RALEIGH COLLEGES

Rosalie P. Gates, Ph.D. (1981)
Director

Student Development

OFFICE OF THE VICE PRESIDENT FOR STUDENT DEVELOPMENT

Jean Jackson, Ph.D. (1983)
Vice President

Daniel J. Green, D.M.A. (2002)
Associate Vice President for Enrollment

Mary Ann Beam, A.A. (1988)
Assistant to the Division

Robyn McChesney, B.M. (2003)
Research Analyst for Enrollment

Yvonne Zaragoza, A.A. (2001)
Assistant to the Associate Vice President

OFFICE OF ACADEMIC ADVISING

Amy Hitlin, M.S.Ed. (2001)
Director

Amy Losordo, M.Ed. (2004)
Assistant Director of Career Development and Academic Advising

Donda Blake, A.A. (2002)
Office Assistant

ADMISSIONS

Heidi Lippmeier, M.A. (1999)
Director of Admissions

Shermanne McInnis, M.Ed. (2006)
Associate Director of Admissions

Meredith Bynum Lee, B.S. (2002)
Assistant Director of Admissions

Cricket McCoy, B.A. (2000)
Assistant Director of Admissions, Transfer Program

Mary E. Mills, B.S. (2003)
Assistant Director of Admissions, 23+ Program

Anna Williams, B.A. (2002)
Assistant Director of Admissions

P. J. Shoulders, B.A. (2005)
Operations Manager

Patricia E. Abrams, (1999)
Recruitment Programs Assistant

Elizabeth B. Bell, B.A. (2005)
Admissions Counselor

Shilena Crudup, B.A. (2005)
Admissions Counselor

Megan Deane, B.A. (2006)
Admissions Counselor

Stephanie Ellis, B.A. (2004)
Processing Assistant

Sarah Gransee, B.A. (2005)
Admissions Counselor

Donna Knott (2005)
Communications Processor

Denise Parker, B.S. (2005)
Assistant to the Director

Ann Troutman, B.A. (2001)
Programs Coordinator/Scheduler

Lauren Zagorac, (2006)
Processing Assistant

OFFICE OF THE CAMPUS MINISTER

Samuel Carothers, M.Div. (1982)
Campus Minister

Lynne Wheatley, M.L.S. (2000)
Coordinator of Volunteer Services

Penny Ulmer (1993)
Office Manager

CAREER CENTER

Marie B. Sumerel, Ph.D. (2002)
Director

Dana Sumner, M.A. (2000)
Associate Director for Employer Relations

Amy Losordo, M.Ed. (2004)
Assistant Director of Career Development and Academic Advising

Mary Ellen Philen, B.A. (1985)
Office Manager

Ann B. Phillips (1989)
Administrative Assistant

COUNSELING CENTER

Beth Meier, M.A. (1993)
Director

Angel Johnson, M.A. (2001)
Assistant Director

Lynn Kohn, M.S.W. (1999)
Assistant Director

Jill Triana, M.S. (2004)
Assistant Director, Coordinator of Disability Services

Betty-Shannon Prevatt, M.A. (2002)
Disabilities Counselor

Renee Williams, M.Ed. (2005)
Disabilities Counselor

Angela Frederick, B.S., B.A. (2003)
Office Manager

OFFICE OF THE DEAN OF STUDENTS

Ann Gleason, M.Ed. (1997)
Dean

Charletta Sims, M.Ed. (2001)
Director for Commuter Life and Diversity Programs

Christina Nuttle Bumgardner, M.Ed. (1994)
Co-Director of First Year Experience

Candice Fisher (2006)
Co-Director of First Year Experience

Heidi LeCount, M.S. (2000)
Director of Residence Life

Amy Hayes, (2004)
Office Manager

Donda Blake
Residence Life Office Assistant

TBA
Residence Directors

FINANCIAL ASSISTANCE

Kevin Michaelson, B.A. (2006)
Director

Betty G. Harper, B.S. (1994)
Associate Director

Belinda Styron, B.S. (1998)
Assistant Director

Sam Guadagno, B.A. (2001)
Information Specialist

Gini V. Stelle (1995)
Information Specialist

Kevi Dixon (2006)
Information Specialist

HEALTH SERVICES

TBA
Director

Anne Smithson, M.D. (1995)
Physician

Melinda McLain, R.N.-C (1991)
Nurse

Loretta Pearson, R.N. (1992)
Nurse

STUDENT ACTIVITIES AND LEADERSHIP DEVELOPMENT

Cheryl S. Jenkins, M.Ed. (1991)
Director

Nikki Curliss, M.Ed. (2000)
Assistant Director

Kelly Conkling Scott, M.Ed. (2000)
Assistant Director

Kathy Owen, B.A. (1999)
Office Manager

Business and Finance

OFFICE OF THE VICE PRESIDENT FOR BUSINESS AND FINANCE

William F. Wade, Jr., B.S., C.P.A. (1986)
Vice President for Business and Finance

Dee Perry (1996)
Administrative Assistant

BUSINESS AND FINANCE SERVICES

Lori Duke, B.S., C.P.A. (1999)
Controller

Susan Williams (2001)
Student Financial Services Supervisor

Janice Turner (1998)
Accounts Services Supervisor

Antoinette Francis, A.A. (2000)
Accounts Payable Clerk

Kelly Young (2005)
Accounts Receivable/Billing Coordinator

Lavita Pickett (1999)
Accounts Receivable Processing Specialist

CAMPUS EVENTS

Martha Harrell (1979)
Events Coordinator

Natalie Herriman (2005)
Events Coordinator Assistant

CAMPUS POLICE

Frank Strickland (1997)
Chief of Police

Carolyn Creech (2000)
Parking Director

Jerry Dayberry (2001)
CamCard Officer

Officers

Don Appleford (1989)
Tom Bowman (2005)
Nicole Costin (2006)
Melinda Fuller (2002)
Greg Gain (2001)
Suzanne Hayes (2005)
Wendy Honeycutt (2001)
Robert Luedtke (1999)
Holly Murphy (1998)
Bruce Newman (1999)
Debbie Schramm (2002)
Jennifer Schwachenwald (2005)
Tracey Stephenson (2001)
Jean Trevathan (1994)
Kathy Weinel (2002
Eddie Wheeler (1999)

COLLEGE STORE

Mary Ann Reese, B.S. (1984)
Manager

Marguriete Nelson (2000)
Accounting Clerk

Paul Jones, B.S.A. (2005)
Textbook Manager

Nola Stanley (2003)
GM Clerk

COPY CENTER

Kevin Walker (2001)
Manager

FACILITIES SERVICES

Thomas Sherry, B.A. (2001)
Director of Operations

Harry Cadman, A.A.S. (1996)
Assistant Director of Projects and Grounds

Patty Blackwell, B.A., M.S. (1996)
CMMS Clerk

John Wilson, B.A. (1997)
Purchasing/Inventory Manager

Chelsea Beers (2003)
Office/Stockroom Assistant

MAINTENANCE

Ron Johnson (2003)
Maintenance Manager

Joe Brown (1988)
Maintenance Supervisor

Tony Alston (2003)
HVAC Supervisor

Daniel Averette (2003)
James Brown (2002)
Joey Brown (2003)
Rick Hagen (1998)
David Hamlet (2003)
Gregg Haskell (2005)
Donald Jones (2001)
James Jones (1981)
Glenn Miller (2000)
William Mangum (2005)
Keith Poole (1995)
Jerry Rhodes (2004)

GROUNDS

Aaron Schettler, B.S. (2002)
Grounds Manager

Galdina Avila-Vega (1987)
Grounds Supervisor

Juan Avila (2003)
Migel Avila
Roberto Avila (1992)
Justin Beers (2003)
Dan Gray (2004)
Saul Hernandez (2004)
Darnell Smith (1981)

HOUSEKEEPING

Steve Plocki (2003)
Housekeeping Manager

William Cooper (1986)
1st Shift Supervisor

Kris Householder (2003)
2nd Shift Supervisor

Barbara Robinson (1984)
1st Shift Assistant Supervisor

Douglas Fulton (1994)
Amy McConnell (2003)
Housekeeper, Massey House
Ma Idubina Avila (2005
Gail Benton (2001)
Christopher Bunch (1995)
Charlie Dunn (2005)
Marilyn Flemons (1993)
Gabina Tiberia Flores (2005)
Douglas Fulton (1994)
Edna Gregory (1989)
Bertha Hamlett (2002)
Anthony Hockaday (2001)
Malcom Howard (1998)
Willie Howard (1982)
Maggie Lucas (2005)
Mavis McClain(2004)
Johnson (Duc) Nguyen (1994)
Emma Pittman (1993)
Oscar Pulley (2004)
Donald Robertson (2005)
Louise Silver (2001)
Clara Smith (1980)
Silvia Alvarez Tovar (2003)
Mary Ann Tuck (1997)
Rebecca Whitaker (1997)
Gary Wooten (2003)

FOOD SERVICES (ARAMARK)

Thad O'Briant, B.A. (1990)
Manager

HUMAN RESOURCES

Pamela L. Davis, M.B.A. (2004)
Director

Kay Miller (1992)
Payroll Coordinator

Maripat Plocki (1998)
Personnel Coordinator

POST OFFICE

Alysia Davis (1990)
Postal Supervisor

Pat Kritzer (2002)
Information Services Assistant

Willie King (1956)
Postal Carrier

TECHNOLOGY SERVICES

Mickey Brandstadter, Ph.D. (2002)
Chief Information Officer

Douglas Alm, B.S. (1995)
Network Systems Supervisor

Ron Anderson (2001)
Desktop Support Specialist

Alex Arani (2005)
Help Desk Analyst

Tim Bartlett (1996)
Desktop Services Lead

Sorng Buntoum (2000)
Desktop Support Specialist

Sharon Evans (2005)
Program Analyst

Naser Fayed (2002)
Systems Engineer

Wendy Gem, B.S. (2001)
Academic Technology Specialist

Bill George, B.A. (1999)
Database Programmer

Jennifer Glaser (2004)
Help Desk Analyst

Angela Gouge (1988)
Database Administrator

Frank Hall (2002)
Data Communications Specialist

Melonie Ivey (2002)
Academic Technology Specialist

Virginia Kemp, A.A. (1982)
Telecommunications Specialist

Bill Legge (2006)
User Services Supervisor

Katherine Micks (2005)
Technology Services Assistant

Andy Richards, B.S. (2000)
Academic Technology Specialist

Diane Sherman (2001)
Web Programmer

Ellie Smith (2005)
Administrative Computing Specialist

Cheryl Todd (2005)
Academic Technology Specialist

Mary Tschopp (1996)
Network Specialist

Al Vance (2005)
Help Desk Analyst

INFORMATION

Patty Birch (2001)
Switchboard Operator

Institutional Advancement

OFFICE OF THE VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

Connie L. Harris, B.S. (2002)
Vice President

Ellie Vali, M.L.S. (2003)
Administrative Assistant

ADVANCEMENT SERVICES

Marilyn Jones, B.S. (1999)
Director of Advancement Services

Jo. S. Jenrette B.S. (2005)
Associate Director of Development Systems

TBA
Gift Records Coordinator

Colleen Mazzo Freeman (2005)
Advancement Services Assistant

ALUMNAE & PARENT RELATIONS

Hilary Allen, B.A. (2002)
Director of Alumnae & Parent Relations

Beth Jarvis, B.S. (2004)
Assistant Director

Patricia Newton, B.A. (2005)
Assistant

DEVELOPMENT & CORPORATE AND FOUNDATION RELATIONS

Cindy Godwin, B.S. (2001)
Director of Development

Pat Duggins (2001)
Assistant

MAJOR GIFTS

Billie Jo Cockman, B.A. (2000)
Associate Director

Jenee Ross Armbrister B. A. (2005)
Associate Director

Pat Duggins (2001)
Assistant

MEREDITH FUND

Jane Mitchell, B.A. (2002)
Director

Jean Gambrill, B.A. (2005)
Assistant Director

GIFT PLANNING

Harold West, Jr., B.A. (1991)
Senior Director of Gift Planning

Facilities

Johnson Hall, named in memory of Livingston Johnson, is the main administration building and anchors the original campus quadrangle of six buildings. Built in 1925, it was occupied in early 1926 when the campus moved from downtown Raleigh to its present West Raleigh location.

Seven residence halls are located on the campus. **Vann, Stringfield, Brewer, Faircloth, Poteat, Heilman,** and **Barefoot** Residence Halls house 140-170 students each. Most of the accommodations in these three- or four-story air-conditioned buildings follow the suite arrangement of two rooms and a bath for four students, two students occupying a room. Telephones are available on each floor, and students may have phone service in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, vending machines and laundry facilities are conveniently located in the residence halls. All residence halls are equipped to support the campus wireless computer network.

The residence halls are named for Richard Tilman Vann, Oliver Larkin Stringfield, Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; Culbreth C. and Kilty Barefoot, and their family. Vann, Stringfield, Brewer and Faircloth residence halls were built in 1925 and are also a part of the original quadrangle of buildings.

Completing the original quadrangle is **Belk Dining Hall.** Built in 1925, it was dedicated in 1970 in honor of Carol Grotnes Belk and is accessible to five of the residence halls by covered breezeways. The renovated lower level houses the Wainwright Conference Suite, a group of rooms for meetings and dining.

Fannie E.S. Heck Memorial Fountain was erected in 1928 by the North Carolina Woman's Missionary Union, auxiliary to the Baptist State Convention, in honor of the first president of the organization. It is located in the center of the original campus courtyard.

Jones Hall, named in honor of Wesley Norwood Jones and Sallie Bailey Jones, houses a 630-seat auditorium/theater with balcony seating, a studio theater, and a learning center. Jones Hall was first used in 1949.

Cooper Organ, Meredith's first concert organ, was installed in 1970 in the auditorium of Jones Hall. Named in honor of the late Harry E. Cooper, head of the department of music for more than 30 years, the Austin organ is a three-manual, 35-rank concert instrument with classic voicing.

Harriet Mardre Wainwright Music Building is adjacent to Jones Hall and overlooks the lake. Named in honor of Mrs. Irving H. Wainwright and dedicated in 1977, the music and fine arts building houses a music library, faculty lounge and offices, classrooms, practice rooms, and teaching studios. Also included in the building is the 175-seat Clara Carswell Concert Hall, named in honor of Mrs. Guy T. Carswell.

Shaw Fountain is at the front center campus near the entrance to Johnson Hall. This illuminated fountain is named in honor of Henry M. and Blanche M. Shaw and was dedicated in 1974.

Elva Bryan McIver Amphitheater, with a seating capacity of 1,200, was completed in 1964. Located in a beautifully landscaped oak grove on the south front campus, the amphitheater overlooks a four and one-half-acre lake. The large stage area is complete with lighting and sound possibilities, making the theater ideally suited for outdoor performances and college and community programs. Named for Elva Bryan McIver, the amphitheater was made possible by a bequest from this friend of Meredith. Traditionally the spring commencement exercises, and many other campus and community events, are held in the Amphitheater.

Jones Chapel, completed in 1982, is a visible symbol of Meredith's commitment to Christian education. It is named in honor of Seby B. Jones, former chairman of the Board of Trustees, and Christina Jones. In addition to the 400-seat sanctuary, the chapel contains a common room, a meditation room, a library, a bride's room, a kitchen, and offices for the campus minister and visiting speakers.

Estelle Johnson Salisbury Organ, installed in Jones Chapel in memory of a member of Meredith's first graduating class of 1902, is an encased mechanical action instrument of 20 stops and 27 ranks. The two-manual and pedal Andover organ was constructed in 1983.

Mae Grimmer Alumnae House includes offices of the Alumnae Association and the Meredith Fund. It also contains the Mabel Claire Hoggard Maddrey Parlor, a reception room for meetings and social events. The house is named in honor of Mae Grimmer, who was for 36 years executive secretary of the Alumnae Association.

Cate Center contains the 240-seat Kresge Auditorium, student activities offices, the college store, **The Bee Hive Cafe,** student government and publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974 and extensively renovated in 1996.

Park Center, completed in 1996, is connected to the Cate Center. The first floor houses offices for the John E. Weems Graduate School, the Paralegal, the 23+, and the Executive and Professional Programs. The second floor houses various student development offices including the Dean of Students, Residence Life, and Commuter Life. It is named in honor of Roy and Dorothy Park.

Named in honor of Marquerite Noel, the **Noel House** was originally used for student housing. In 1998, it was renovated to house the Office of Technology Services.

Shearon Harris Building, constructed in 1982, houses the School of Business and the Department of Communications. In addition to classrooms, seminar rooms, and faculty offices, the building contains conference rooms. It is named in honor of the late Shearon Harris, who served as a trustee for more than a decade and as Board of Trustees chairman for several terms.

Gaddy-Hamrick Art Center is designed for women in art. Dedicated in 1987, it houses the Frankie G. Weems Art Gallery, an art history theater, photography darkrooms, and studios for drawing, painting, graphic design, ceramics, printmaking, and art education. The center is named in honor of the late Claude F. Gaddy, former Meredith trustee, and F.B. Hamrick, business manager of the College, 1929-43.

Ledford Hall, named for Hebert F. Ledford, benefactor and former chairman of the Board of Trustees, was completed in 1993. It houses the School of Education, and the Departments of Psychology, and Sociology and Social Work.

Joyner Hall is a classroom building for most courses in English, foreign languages, history and politics, and religion and philosophy. It also contains offices for faculty, a foreign languages lab, seminar rooms, a lounge, and a kitchen. The building was named for James Yadkin Joyner, who served as a trustee for 55 years.

Carlyle Campbell Library is named in honor of Meredith's fourth president, who served the College from 1939 to 1966. The Library moved from the second floor of Johnson Hall to its present building in 1969. Information about the Library and its services can be found on page ( ) or at the library's web site: http://www.meredith.edu/library.

Martin Hall provides classrooms and laboratories for the Department of Human Environmental Sciences and the Department of Foreign Languages and Literatures. The building reopened in 2004 following renovations. The building is named for Margaret Craig Martin, '30, an alumna whose service to the College includes being a member of the faculty, alumnae director and a member of the College's Board of Trustees.

Opened in January, 2003 the new **Science and Mathematics Building** contains over 80,000 square feet of classrooms, state of the art computer and science laboratories, and faculty offices for the Departments of Chemistry and Geosciences, Biology and Health Sciences, and Mathematics and Computer Science. The building also contains a telescope teaching/ observation platform, an interior courtyard with outdoor teaching spaces, and a glass atrium entrance.

Carroll Health Center was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. It houses the Health Center and the Counseling Center.

Ellen Brewer House was originally used for the resource management practicum in the Home Economics Department. It now contains an infant/toddler lab home operated by the Child Development program within the Department of Human Environmental Sciences. It was named in honor of Ellen Dozier Brewer, member of the home economics faculty for 57 years.

Weatherspoon Physical Education-Dance Building, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, a swimming pool, Margaret Weatherpsoon Parker Fitness Center and offices for the Department of Health, Physical Education, and Dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon. In close proximity are tennis courts, a golf putting green, a softball field, and a soccer field.

Massey House is the on-campus residence of the president. The house is named in honor of Dr. Luther M. Massey and Vivian Dawson Massey in appreciation of their service to Meredith.

Lemmon House is available as a guest residence for visiting professors and certain official college guests. Named for former History Professor Dr. Sarah Lemmon, it is located across from the back gate of the College off Faircloth Street.

The Faw Garden, as well as the Margaret Craig Martin, Cleo G. Perry, and Frankie G. Weems Gardens; the Elva Wall Davis Gate at Faircloth Street, and the Meredith Lake are areas that add beauty and interest to the campus.

Visitor Parking

Visitor Parking areas are located throughout the campus including the parking lot adjacent to the chapel, along the front drive, in front of the Alumnae House, behind Belk Dining Hall and adjacent to Wainwright Music Building. Campus maps are available at the security station along the front campus drive, from campus security, or in the Office of Admissions.

Location

Located in central North Carolina, Raleigh, the home of Meredith College, is a growing capital city of approximately 333,000 people. It is the center of the Research Triangle, an area comprising Raleigh, Durham, and Chapel Hill.

The Meredith campus is on the western outskirts of the city, and the 225 rolling acres are unspoiled by commercial or residential development. Easy access is provided by Wade Avenue — an I-40 connector — and by U.S. 1. The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the west by U.S. 1 and I-440, and on the south by Hillsborough Street, which leads to Meredith's main entrance. Appropriate highway markings guide the visitor to the College. Raleigh-Durham International Airport, served by the major airlines, is only eight miles from the campus.

Raleigh is also the home of North Carolina State University. Chapel Hill and Durham, sites of the University of North Carolina and Duke, are 25 and 17 miles away, respectively. Wake Forest University, another major university, is located in Winston-Salem, a two-hour drive from Raleigh.

The city is centrally located so that the majestic mountain ranges of western North Carolina and the long stretch of beaches along the Atlantic Ocean are only two to four hours away. For several years, students have organized vacation groups to take advantage of skiing opportunities in the mountains while others enjoy swimming and sailing along the coast.

MEREDITH COLLEGE CALENDAR FOR 2006–2007

FALL SEMESTER 2006

Arrival of new students	SAT AUG 19
Registration and Add/Drop	TUE AUG 22
Classes begin	WED AUG 23
Last day to drop a course without paying	TUE AUG 29
Last day to add a course	TUE AUG 29
Labor Day Holiday--No classes held	MON SEP 04
Last day to make a grading change	WED SEP 20
Mid-Term	TUE OCT 10
Progress Reports due at 12 Noon	WED OCT 11
Autumn Recess	THU OCT 12–SUN OCT 15
Classes resume at 8 a.m.	MON OCT 16
Last Day to withdraw from a class	TUE OCT 24
Thanksgiving Recess	WED NOV 22–SUN NOV 26
Classes resume at 8 a.m.	MON NOV 27
Last day of classes	WED DEC 06
Reading day; music juries	THU DEC 07
Final Examinations	FRI DEC 08–SAT DEC 16
Commencement	SAT DEC 16

SPRING SEMESTER 2007

Registration and Add/Drop	TUE JAN 09
Classes begin	WED JAN 10
Holiday-Martin Luther King Day	MON JAN 15
Last day to drop a course without paying	WED JAN 17
Last day to add a course	WED JAN 17
Last day to make a grading change	WED FEB 07
Mid-Term	WED FEB 28
Progress Reports due at 12 Noon	FRI MAR 02
Spring Recess	MON MAR 05–SUN MAR 11
Classes resume at 8 a.m.	MON MAR 12
Last Day to withdraw from a class	FRI MAR 23
Easter Recess	FRI APR 06–MON APR 9
Classes resume at 8 a.m.	TUE APR 10
Celebrating Student Achievement (No Classes)	THU APR 26
Last Day of Class Classes today follow the regular Thursday schedule	TUE MAY 01
Reading day; music juries	WED MAY 02
Final Examinations	THU MAY 03–FRI MAY 11
Commencement	SUN MAY 13

SUMMER 2007

Classes will not meet Monday May 28 and Wednesday July 4

First six-week session	May 14–June 22
Second six-week session	June 25–August 3
First three-week session	May 21–June 8
Second three-week session	June 11–June 29
Third three-week session	July 5–July 25

Opening day of class for 2007–2008 Academic Year:	Wednesday, August 22

This calendar is subject to periodic review and change. Such changes will be distributed to the Meredith community and will be available in the registrar's office.

MEREDITH COLLEGE CALENDAR FOR 2007–2008

FALL SEMESTER 2007

Arrival of new students	SAT AUG 18
Registration and Add/Drop	TUES AUG 21
Classes begin	WED AUG 22
Last day to drop a course without paying	TUE AUG 28
Last day to add a course	TUE AUG 28
Labor Day Holiday—No classes held	MON SEP 03
Last day to make a grading change	WED SEP 19
Mid-Term	TUE OCT 09
Progress Reports due at 12 Noon	WED OCT 10
Autumn Recess	THU OCT 11–SUN OCT 14
Classes resume at 8 a.m.	MON OCT 15
Last Day to withdraw from a class	TUE OCT 23
Thanksgiving Recess	WED NOV 21–SUN NOV 25
Classes resume at 8 a.m.	MON NOV 26
Last day of classes.	WED DEC 05
Reading day; music juries.	THU DEC 06
Final Examinations	FRI DEC 07–SAT DEC 15
Commencement.	SAT DEC 15

SPRING SEMESTER 2008

Registration and Drop/Add.	TUE JAN 08
Classes begin	WED JAN 09
Last day to drop a course without paying.	TUE JAN 15
Last day to add a course	TUE JAN 15
Holiday-Martin Luther King Day	MON JAN 21
Last day to make a grading change	WED FEB 06
Mid-Term	THU FEB 28
Progress Reports due at 12 Noon.	FRI FEB 29
Spring Recess	MON MAR 3–SUN MAR 9
All Offices Closed for Spring Break.	FRI MAR 07
Classes resume at 8 a.m.	MON MAR 10
Last Day to withdraw from a class	THU MAR 20
Easter Recess	FRI MAR 21–MON MAR 24
Classes resume at 8 a.m.	TUE MAR 25
Celebrating Student Achievement (No Classes)	THU APR 24
Last Day of Class Classes today follow the regular Thursday schedule	TUE APR 29
Reading day; music juries.	WED APR 30
Final Examinations	THU MAY 01–FRI MAY 09
Commencement.	SUN MAY 11

SUMMER 2008

Classes will not meet Monday May 26 and Friday, July 4

First six-week session (Day and Evening)	May 12–June 20
Second six-week session (Day and Evening)	June 23–Aug 1
First three-week session.	May 19–June 6
Second three-week session	June 9–June 27
Third three-week session	July 7–July 25

Opening day of class for 2008–2009 Academic Year:	Wednesday, August 20

This calendar is subject to periodic review and change. Such changes will be distributed to the Meredith community and will be available in the registrar's office.

Correspondence and Visits

The mailing address of Meredith College is
3800 Hillsborough Street, Raleigh, NC 27607-5298.

The College telephone number is **(919) 760-8600.**

The Meredith fax number is **(919) 760-2828.**

Information on Meredith is available through the World-Wide Web at:
www.meredith.edu

Academic Records
Office of the Registrar, 760-8593
registrar@meredith.edu

Admissions (Traditional age and Age 23+ Program)
Office of Admissions, 760-8581 or 1-800-Meredith
admissions@meredith.edu

Adult Student Information (non-degree)
Office of Graduate and Professional Studies, 760-8353
executive@meredith.edu

Alumnae Matters
Office of Alumnae Affairs, 760-8548
alumnae@meredith.edu

Athletics
Department of Health, Physical Education, and Dance,
760-8198

Catalogue Requests
Office of Admissions, 760-8581
admissions@meredith.edu

Campus Events
760-8533
events@meredith.edu

Campus Minister
Sam Carothers, 760-8346
carotherss@meredith.edu

Certificate Programs
Office of Graduate and Professional Studies, 760-2855
certificate@meredith.edu

Office of Community Outreach
Office of Graduate and Professional Studies, 760-2367
outreach@meredith.edu

Educational Programs
Vice President for Academic Affairs, 760-8514

Expenses
Vice President for Business and Finance, 760-8516

Financial Assistance
Office of Financial Assistance, 760-8565
or 1-800-MEREDITH
finaid@meredith.edu

Graduate Employment
Meredith Career Center, 760-8341
career@meredith.edu

John E. Weems Graduate School
760-8423
graduate@meredith.edu

Housing Matters
Director of Residence Life and Housing, 760-8633

Institutional Research
Office of Research and Assessment, 760-2364
kearneys@meredith.edu

Masters in Business Program/School of Business

760-2281
mba@meredith.edu

News Items/Publications
Office of Marketing and Communications, 760-8455
marketing@meredith.edu

Paralegal Program
Office of Graduate and Professional Studies, 760-2855
paralegal@meredith.edu

Parents Association
Office of Alumnae Affairs, 760-8548
alumnae@meredith.edu

Student Employment
Office of Financial Assistance, 760-8565
finaid@meredith.edu

Student Interests
Office of the Dean of Students, 760-8521

Student Reports
Office of the Registrar, 760-8593
registrar@meredith.edu

Summer School
Office of the Registrar, 760-8593
registrar@meredith.edu

Transcripts
Office of the Registrar, 760-8593
registrar@meredith.edu

Vocational Testing
Meredith Career Center, 760-8341
career@meredith.edu

Volunteer Services
Lynne Wheatley, 760-8357
wheatleyl@meredith.edu

ENROLLMENT FOR 2005–2006

Summer School 2005

Total Summer Registrations, 2005	885
Unduplicated Summer Enrollment, 2005	595

Undergraduate Students, Fall 2005

Degree Candidates for Bachelor of Arts, Bachelor of Science, Bachelor of Music and Bachelor of Social Work	1,837
Non-degree Students	178
Teacher Licensure Program	53
Second Major	8
Cooperating Raleigh Colleges	78
Other	39
Total Students in Undergraduate Credit Courses	2,015

Graduate Students, Fall 2005

Degree Candidates for Master of Business Administration, Master of Education, Master of Science in Nutrition and Master of Music	119
Non-degree Students	34
Dietetic Internship Program Students	11
Post-Baccalaureate Students	23
Total Students in Graduate-level Courses	**153**

Total Enrollment, Fall 2005

Total Degree Candidates	**1,956**
Total Non-Degree Students	**212**
Total Enrollment for Credit	**2,168**

Non-Credit Registrations, Fall 2005

Registrations in Non-Credit Classes/Programs, Fall 2005	1,240

Continuing Education

Paralegal Program	124
Community Outreach	410
Children's Workshops	12
Audit Courses	13

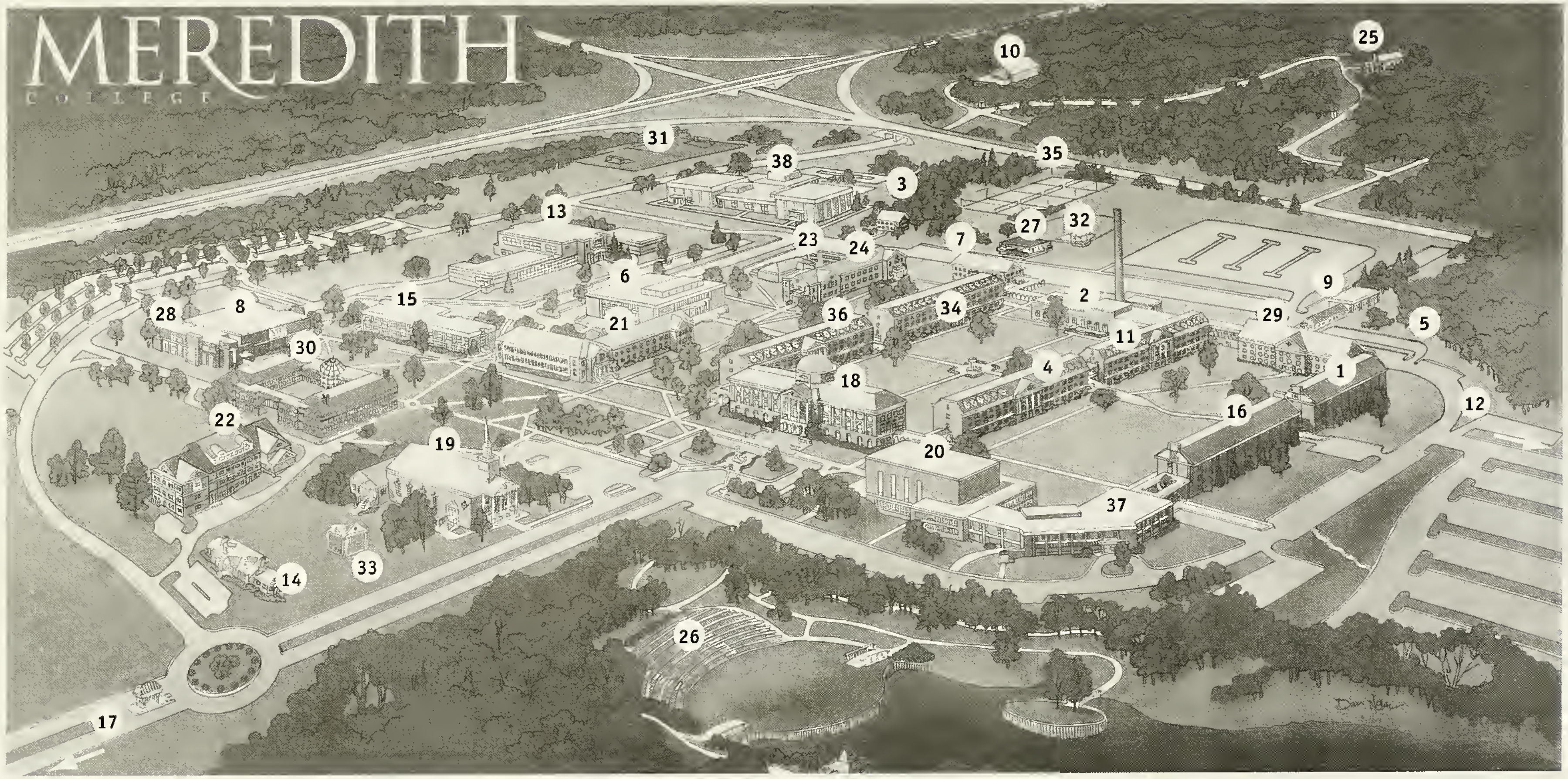
Music

Preparatory	596
Chorus/Chorale	85

Geographic Distribution of Students in Credit Courses:

Alabama	1
Arkansas	1
California	1
Colorado	3
Connecticut	3
Florida	9
Georgia	12
Idaho	1
Illinois	2
Indiana	2
Kentucky	1
Louisiana	5
Maine	1
Maryland	4
Massachusetts	2
Michigan	6
Missouri	4
Nebraska	1
New Jersey	6
New York	9
North Carolina	1,928
Ohio	3
Pennsylvania	14
Rhode Island	1
South Carolina	17
Tennessee	8
Texas	4
Vermont	2
Virginia	95
Washington	1
Territories	1
Foreign Countries (16)	20
Total	**2,168**

Campus Map



Campus Map—Buildings

1. Barefoot Residence Hall
2. Belk Dining Hall (Wainwright Conference Suite)
3. Brewer House (Infant Care Teaching Lab)
4. Brewer Residence Hall
5. Campus Police/Copy Center
6. Carlyle Campbell Library
7. Carroll Health Center
8. Cate Student Center (Kresge Auditorium, Student Activities Center)
9. Facilities Services
10. Facilities Services/Grounds
11. Faircloth Residence Hall
12. **Faircloth Street Entrance**
13. Gaddy-Hamrick Art Center (Frankie G. Weems Art Gallery)
14. Grimmer Alumnae House
15. Harris Building (Communication; School of Business)
16. Heilman Residence Hall
17. **Hillsborough Street Entrance**
18. Johnson Hall (Administration)
19. Jones Chapel
20. Jones Hall (Auditorium; Studio Theater; Learning Center)
21. Joyner Hall (History/Political Science, English, Religion/Philosophy)
22. Ledford Hall (Psychology, Education, Sociology & Social Work)
23. Martin Annex
24. Martin Hall (Foreign Langages; Human Environmental Sciences)
25. Massey House (President's Residence)
26. McIver Amphitheater & Meredith Lake
27. Noel House (Technology Services)
28. Park Center (Executive and Professional Programs, The John E. Weems Graduate School, Student Development Offices)
29. Poteat Residence Hall
30. Science and Mathematics Building
31. Soccer Field, Driving Range
32. Softball Field
33. Spangler Gazebo and Garden
34. Stringfield Residence Hall
35. Tennis Courts
36. Vann Residence Hall
37. Wainwright Music Building (Carswell Concert Hall; Music, & Theatre)
38. Weatherspoon Building (gymnasium, dance studio, pool, Parker Fitness Center)

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MEREDITH COLLEGE

Raleigh, North Carolina

undergraduate catalogue 2007-2008

I Believe...

...that a good life starts here. At Meredith.

Meredith College Undergraduate Catalogue

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President's Message

Maureen A. Hartford, Ed.D.

"Educating women to excel"— that is Meredith's mission and a theme that you will find explicit and implicit throughout your years as a Meredith student. It is the very foundation around which Meredith is constructed, the most important hallmark of a Meredith education. It is a theme you value as a Meredith student and value even more as a Meredith alumna.

Our beautiful campus is a warm and friendly community of diverse and talented learners, seekers and leaders. Each year, our students hail from large cities, urban centers, small towns, and open country neighborhoods. We welcome students from the United States and from nations throughout the world. As a Meredith undergraduate, you are expected to engage in the broader community, to be women of honor and integrity, to care about your fellow students, and to stretch yourself intellectually.

Your experience at Meredith will be uniquely yours, and you will reap the tremendous benefits of exciting new initiatives implemented by the College in the past several years. Our previous strategic plan, Initiative 2000, revitalized our general education curriculum, initiated a highly successful undergraduate research program and technology expansion, created and completed the science and mathematics building, and brought us more faculty and staff.

In 2005, the Meredith College Board of Trustees approved the College's new long-range strategic plan, known as Vision 2010. This plan articulates an ambitious vision and the three major strategic priorities that will serve as the roadmap for taking Meredith College to new levels of excellence. With Vision 2010, our focus will be on educating engaged global citizens and leaders, on supporting a stimulating environment for living and learning, and on creating more venues for Meredith to be known in the world.

Women now have more choices and more opportunities than any previous generation. Women's colleges, like Meredith, have historically produced far more women leaders in this country than their numbers would predict, because women's colleges take women seriously. At Meredith, we accept the challenge, responsibility and privilege of helping you become the person you want to be: educated, confident, compassionate, and successful.

I Believe...

in smart choices, hard work and serious fun...that sometimes the best answer is a good question...I've got a lot of good questions...that a good life starts here. At Meredith.

Meredith College: Overview

Mission

Founded by the Baptist State Convention of North Carolina in 1891, Meredith College is now an independent comprehensive institution for women and a community devoted to learning for life in all of its dimensions. In 1997 the Meredith community adopted the following statement of mission:

> *In educating women to excel, Meredith College fosters in students integrity, independence, scholarship, and personal growth. Grounded in the liberal arts, the college values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion.*
>
> *Meredith endeavors to create a supportive and diverse community in which undergraduate and graduate students learn from the past, prepare for the future, and grow in their understanding of self, others, and community. To these ends, Meredith strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers, to assume leadership roles, to continue their education, and to lead responsible lives of work, citizenship, leisure, learning, and service.*

With an undergraduate enrollment of 1989, a faculty student ratio of 10:1, and an average class size of 17, Meredith is well-positioned to foster such a community of committed learners. The college also serves several hundred women and men through the John E. Weems Graduate School and the non-credit offerings of its continuing education programs.

History of the College

The rich heritage enjoyed by the Meredith student of today began in 1835, when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder,* was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, as far as possible, free from sectarian influence." Baptist Female University was chartered in 1891; students were first accepted in 1899. Ten years later it was named Meredith College. Its campus, originally located near the capitol of North Carolina, was moved to its present west Raleigh site in 1926. In 1997, Meredith College became independent of the Baptists.

Meredith's seven presidents have been James Carter Blasingame, 1899–1900; Richard Tilman Vann, 1900–1915; Charles Edward Brewer, 1915–1939; Carlyle Campbell, 1939–1966; Earl Bruce Heilman, 1966–1971; Craven Allen Burris (Acting), September—December 1971; John Edgar Weems, January 1972–1999; and Maureen Hartford, 1999–present.

The Academic Experience at Meredith

Meredith offers four undergraduate degrees:

○ Bachelor of Arts
○ Bachelor of Science
○ Bachelor of Music
○ Bachelor of Social Work

Students may select from 50 undergraduate majors and concentrations as well as 47 minors. Academic programs are administered by 17 departments and schools. *A complete list of academic programs appears on page 57.* Students may supplement any major with courses and practica in teaching offered by the School of Education. Students in all fields complete 50–69 credit hours of general education course work.

Building upon an established liberal arts tradition, Meredith is meeting challenges of the 21st century with several important initiatives. These include a bold general education program, the Meredith Technology Inititative, undergraduate research, and civic engagement.

The Vision 2010 strategic plan addresses Meredith's commitment to prepare women to become engaged global citizens and leaders through increased emphasis on internationalization and leadership development.

Making Connections, Making a Difference: Meredith's Unique Approach to General Education

A quality education takes its shape from stable academic tradition and the innovations of a changing world. In Meredith's general education curriculum, the faculty have identified several key relationships between learning and living that are the core of the Meredith educational experience and anticipate the world our graduates will inhabit and lead. In a series of three cross-disciplinary courses, students and faculty explore relationships between the individual and culture, intercultural relationships, and local/global connections. The learning process in these courses emphasizes collaboration, critical inquiry, problem-solving, ethics, and effective communication. Electives within our program also reflect these themes and address competencies needed in a technological, global world. *See page 58.*

Meredith Technology Initiative

In 2001 Meredith became the first women's college to adopt a campus-wide laptop program as part of a broader technology initiative. Students receive IBM/Lenovo Notebook computers loaded with professional and educational software. Hardware and curricular applications are supported by a staff of trained and certified IT professionals. At the beginning of the junior year, students receive an updated laptop computer which becomes their property when graduation and eligibility requirements are met. The portability of the computers, made possible through a wireless network, enhances both individual and collaborative learning experiences and helps prepare students to use technologies found in the workplace. **http://www.meredith.edu/mti/**

Undergraduate Research

The Undergraduate Research Program supports faculty/student partnerships in the pursuit of research and creative activity in all fields and disciplines. College funds support these projects and underwrite travel costs for students presenting their work at conferences. Students may earn course credit for this work, and in some instances stipends are awarded to students who collaborate with faculty on research.

Each spring a *Celebrating Student Achievement* event highlights the research and creative activity of Meredith students. This day of exhibitions, performances, scholarly presentations, and socializing brings the Meredith community together to share successes and inspire new levels of accomplishment. *See page 48.*

Civic Engagement

Through personal example and generous commitment of resources, President Hartford has inspired the Meredith community to offer service to others — both locally and far afield. Student, faculty and staff volunteers offer their time to MeredithReads, a literacy program; Meals on Wheels; Habitat for Humanity; and a number of other agencies. Through Meredith's Service-Learning program, coursework is enhanced with service-related experiential learning opportunities with a variety of community partners. Through service-learning, students investigate important social issues such as homelessness, poverty, endangered species, and support for families.

Other Distinctive Features and Programs

Honors Program

The Honors Program at Meredith offers an enriched academic and co-curricular program of study to gifted, motivated students. The college actively recruits honors students and offers the rigorous and relevant academic experiences that such students expect. Through common course work and individualized study and research, honors students acquire a superior intellectual foundation as they explore subject areas of interest. The program, which spans four years, challenges the honors student to expand her power of thinking — analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communication skills; to achieve a clear sense of life direction; and to develop as a substantial and whole individual. *See page 50.*

Teaching Fellows Program

Meredith is designated as a Teaching Fellows Institution by the North Carolina Teaching Fellows Commission. The Fellows Program, established by the North Carolina General Assembly, offers incentives to encourage talented students to pursue teaching careers in the state. In exchange for a commitment to teach in North Carolina public schools for a minimum of four years upon graduation, Teaching Fellows receive a scholarship/loan award, which is matched by the college. Meredith Teaching Fellows receive specialized advising and are invited to enroll in Honors courses. If you are an outstanding young woman who has decided that teaching is your career choice, then our Teaching Fellows Program may be your wisest choice. *See page 51.*

Study Abroad Programs

Generations of Meredith students have given further substance to their education by spending a year, a semester, or a summer term abroad. Traveling and studying with Meredith faculty, student groups earn course credit in Austria, Italy, Switzerland, England, France, Spain, Sri Lanka and Central America during the summer months. Cooperative arrangements with affiliates offer semester-long programs in Australia, China, the United Kingdom, Ghana, New Zealand, South Africa, Costa Rica, Argentina, Chile, France, and Spain. In response to student interest, the Office of Study Abroad helps students select top quality programs in other parts of the world. *See page 48.*

Domestic Off-campus Programs

Meredith students may also spend a semester in New York or Washington. *See page 50.*

Cooperating Raleigh Colleges

Although all required courses in all academic programs are available on Meredith's campus in a planned rotation cycle, students may opt to enroll in a course at four local colleges or universities without additional tuition. *See CRC, page 41.*

Career Preparation

A fruitful college experience combines intellectual inquiry and experimentation with movement toward career and personal goals. The Meredith College Career Center involves students in a series of reflective and practical activities to this end. Students at all levels are encouraged to attend Career Center seminars, to work with career counselors to assess their interests and strengths, and to take advantage of career planning services. The Career Center organizes job fairs and hosts interviews with employers. In addition, each academic program exposes students to career options and helps students develop career-specific competencies. Internships, research, and other practical experiences are required in some areas and encouraged in all. Surveys of recent graduates typically indicate that within six months of graduation 97 percent of respondents seeking employment have found positions. Twenty-two percent of respondents are continuing their education.

Faculty

Faculty who choose a career at Meredith embrace teaching, advising, and mentoring as their highest professional priorities. Effectiveness in these roles also demands ongoing study, research, and various forms of professional involvement. Balancing these numerous functions, professors model intellectual inquiry for students and bring the best of their disciplines to the curriculum.

Meredith faculty participate in the leadership of the college, serving on committees, writing grants, and helping to envision and plan for growth and change. They serve the Triangle area community through a range of volunteer efforts.

In fall 2006, the College employed 132 full-time and 124 part-time faculty. Ninety percent of full-time faculty have earned the doctorate or other terminal degree at 75 or more graduate institutions in the United States and abroad. Faculty members have received grants and awards from such institutions as the Guggenheim Foundation, Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

The Meredith Campus and Community

Every student who enters Meredith brings a unique combination of goals, expectations, concerns, cultural perspectives, and individual talents. A committed staff of Student Life professionals works in support of the college mission to help students seek new levels of self-understanding and achievement. A wide range of extracurricular activities and programs provide opportunity for creative expression, religious and spiritual reflection, service, leadership, friendship, and the sharing of specialized interests. Faculty advise and support student organizations and share in college traditions, both old and new.

The Meredith campus serves as residence for about 93 percent of entering freshmen and approximately 50 percent of all undergraduate degree-seeking students. The 225-acre campus, located at the edge of Raleigh and a short drive from Research Triangle Park, has been developed to sustain its natural beauty and a sense of safe, peaceful living. Within reach are rich cultural experiences, including drama, music and the visual arts, and ever-expanding opportunities for internships and field placements in state government, education, business, technology, human services, and the sciences.

Meredith facilities, including a 600-seat auditorium, a 1200-seat amphiteater overlooking the lake, and flexible meeting space with dining services, are available for use by off-campus groups.

Diversity and Openness: Meredith's Nondiscrimination Policies

In all of its interactions and endeavors, the Meredith College community not only respects the diversity of its members but also welcomes students and employees of any age, race, creed, national or ethnic origin, and sexual orientation. Diversity is essential to the education of women who will manage, lead and creatively shape the professions they enter. The college does not discriminate on the basis of age, race, creed, national or ethnic origin or sexual orientation in administration of its educational policies, admissions policies, scholarship and loan programs, or athletic and other school-administered programs.

College policies and administrative practices also accommodate the needs of students with disabilities. The college does not discriminate in admission or access to its programs and activities on the basis of disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Inquiries may be directed to Disabilities Services in the Counseling Center in Carroll Hall, 760-8427 or **DisabilityServices@meredith.edu/** or the Americans with Disabilities Act Coordinator, the dean of students, in the student development office in the Park Center, 760-8521.

Accreditation

Meredith College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call (404) 679-4500 for questions about the accreditation of Meredith College. The commission should only be contacted if there are questions about the College's compliance with accreditation requirements or standards.

The college also maintains the following specialized accreditations:

○ National Association of Schools of Music
○ Council on Social Work Education
○ Council for Interior Design Accreditation
○ National Council for Accreditation of Teacher Education (NCATE)
○ North Carolina Department of Public Instruction
○ Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association

The Didactic Program in Dietetics and the postbaccalaureate Dietetic Internships Program are accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (Jackson Blvd., Chicago, IL 60606-6995, telephone (312) 399-4876). The college is a member of the American Association of Colleges, the American and North Carolina Association of Colleges for Teacher Education, and the National Collegiate Athletic Association. Graduates of Meredith are eligible for membership in the American Association of University Women (AAUW).

Outcomes and Recognition: Consumer Information

Various surveys and studies confirm that Meredith students and alumnae typically have satisfying experiences, that they would make the same choice again, and that they would recommend the college to potential students. Retention and graduation rates are well above national averages. Approximately 76 percent of entering freshmen return for their sophomore year. An average of 67 percent of full-time first-time students are graduated from the college within six years, with 56 percent completing within four years. And the results on the National Survey of Student Engagement show that Meredith students rate Meredith more highly than the national means on five areas of effective educational practice: level of academic challenge, active and collaborative learning, faculty-student interactions, enriching educational experiences, and supportive campus environment.

Meredith's educational program has consistently been recognized by *U.S.News & World Report. U.S.News* ranked Meredith fifteenth among the best master's universities in the South in its 2007 edition of *America's Best Colleges.* Meredith was also ranked 7th as a "Great School at a Great Price" and cited for having the 5th highest graduation rate in the Southern region.

Meredith is happy to provide students with information about graduation and persistence statistics, financial assistance programs and policies, and campus safety and security reports. Information may be requested from the Office of Admissions.

Graduate Programs

Graduate Programs

The John E. Weems Graduate School of Meredith College offers four master's degree programs:

○ Master of Business Administration (M.B.A.)
○ Master of Education with a concentration in Elementary Education (M.Ed.), or with licensure options in Reading (K–12) and English as a Second Language (K–12)
○ Master of Music (M.M.) in Performance and Pedagogy
○ Master of Science (M.S.) in Nutrition

Also, offered through The John E. Weems Graduate School is a post-baccalaureate Dietetic Internship. The Dietetic Internship is accredited by the Commission on Accreditation for Dietetic Education of the American Dietetic Association.

For a full description of these programs and their requirements, please contact the Graduate Studies office at (919) 760-8423 or email graduate@meredith.edu or visit our web site at **www.meredith.edu/graduate**.

Professional Studies and Community Outreach

Meredith takes a leadership position in offering lifelong learning opportunities to the Raleigh community and surrounding areas. The Professional Studies and Community Outreach Programs respond to the needs and interests of professionals and informal learners with noncredit courses and programs for children and youth. A post-baccalaureate paralegal program, approved by the American Bar Association, is also offered.

Admission

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each applicant is evaluated carefully on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, sexual orientation, national or ethnic origin, age, or disability.

Meredith College admits students as candidates for the degrees of Bachelor of Arts, Bachelor of Music, Bachelor of Science, or Bachelor of Social Work. Students are admitted as entering freshmen, as transfer students from other colleges, as students seeking a second baccalaureate degree, or as re-admitted candidates. The College also welcomes non-degree seeking students to its credit classes *(see pages 16 –17).* Students are accepted for entrance to the fall and spring semesters, which begin in August and January.

The College welcomes both traditional-age students and adult women who wish to continue their education. Traditional-age students apply as on-campus residents or as commuting students if they meet the criteria for off-campus status *(page 31).* The College also enrolls adult women who enter through the 23+ Program admission option as commuting students, and by exception, on campus.

Recognizing the stimulating environment produced by a diverse student body, Meredith actively seeks to enroll qualified students of varying backgrounds, interests, and talents. While a majority of enrolled students come from North Carolina and other Southern states, students from across the country and beyond are sought. Students from minority groups, from all economic levels, from public and private schools, from other countries, and from any religious background are encouraged to apply. Admission decisions are made without regard to financial need factors. *A student interested in applying to Meredith but hesitant because of financial need is encouraged to read the catalogue section on financial assistance beginning on page 20 and contact the Office of Financial Assistance at (919) 760-8565.*

Admissions Options

Meredith College provides two undergraduate admission programs: Traditional Admission and 23+ Program Admission. All students under the age of 23 and all international students who require a student visa must apply for Traditional Admission whether applying as a freshman, transfer or re-admission candidate. All students applying to pursue a second baccalaureate degree, and any re-admission candidate who is 23 or older and whose admission had been confirmed when she left the College, are advised to apply through the Traditional Admission program as well.

Women who are 23 or older have the option of applying for 23+ Program Admission *(page 14)* or through the Traditional Admissions route. Women who have been out of college for some time, or who are enrolling in college for the first time, are advised to apply for 23+ Program Admission. Graduate admissions are processed in the John E. Weems Graduate School.

Traditional Admission: Freshmen

The following items are required of students seeking traditional admission:

- ○ Meredith College application (available in the Office of Admissions or online at **www.meredith.edu/admissions/**)
- ○ A non-refundable application fee of $40* or alumna waiver form
- ○ Secondary school records
- ○ Test scores
- ○ Recommendations
- ○ Health Report (required of students accepted for admission).

Each item is described in detail below.
*A student for whom the $40 processing fee is a severe financial hardship is encouraged to contact the Office of Admissions for information about obtaining an application fee waiver.

Secondary-School Record

The most important admissions credential is the student's high school record, which should reflect all courses attempted, academic performance, and class standing. An official high school transcript, including a listing of senior-year courses, should be submitted by a school official at the time of application.

To prepare for the liberal arts program at Meredith College, a prospective student should take a strong academic course program throughout high school, including the senior year. An applicant is expected to present at least 16 units of secondary school credit earned in grades 9 through 12, taken in English, foreign language, mathematics, natural sciences, history, and social studies. Her program should include the following units:

Suggested Academic Course Program	
English	4
Foreign Language	2
Mathematics *(Algebra I, Algebra II, and Geometry or a higher level course for which Algebra II is a pre-requisite)*	3
Science	3
History/Social Studies	3
Electives *(chosen from academic subjects listed above)*	1

Careful attention is given to the applicant's grade average in the academic subjects. Generally, a student is expected to present a challenging academic program, including honors, advanced placement and/or international baccalaureate level work. Using an unweighted grading scale, Meredith expects the candidate to have at least an overall C average in English, foreign language, mathematics, history, social studies, and natural sciences.

The applicant's rank in class is an indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class 50 – 55 percent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student whose overall performance level shows promise of academic success. Attention is paid to the competitive nature of the high school attended.

Admissions decisions are normally made during the applicant's senior year, with acceptance contingent upon continuing satisfactory academic performance and successful completion of the student's course of study.

Standardized Tests

When reviewed in relation to the high school record and other information, standardized test scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the college. These scores are considered in relation to other measures of academic success demonstrated at the high school level. In recent classes, the middle fifty percent of enrolling students have scored between 950 and 1120 combined on the verbal and math sections of the Scholastic Assessment Test.

Each freshman applicant is expected to take the SAT-I Reasoning Tests of The College Board and to have an official copy of her score report sent to Meredith College. This test should be taken after January of the junior year and before December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Board website, **www.collegeboard.com/**. While SAT-I scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT-I scores. If a student chooses to take the ACT, she must complete the version with the writing sample.

ESL STUDENTS

In the case of a student for whom English is a second language, scores on the Test of English as a Foreign Language (TOEFL) or some other measure of competency may be requested in addition to or in lieu of SAT-I scores. (International students, especially those who will be traveling on a student visa, should see page 25 for testing expectations.)

Official SAT-I or TOEFL scores may be reported to Meredith with the code number **5410**; for ACT score requests, the code number is **3126.**

Recommendations

Recommendations often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide recommendations from a school official. In some cases the admissions staff will ask for additional teacher references in specified subject areas in order to obtain further information about an applicant's scholastic abilities. The Office of Admissions provides recommendation forms. These recommendations are used for admissions decisions only; they do not become part of an enrolled student's file.

Health Record

For the benefit of the individual and the college community, a completed health report is required of each student under the age of 23 prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is contingent upon the receipt of the completed health report. For students 23 years of age or older, immunization records must be complete and current prior to matriculation.

Students with Disabilities

A student with a disability will not be denied admission on the basis of that disability; like all students she will be admitted based on her academic preparation. (This is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended, and the regulations issued pursuant thereunto.) After the offer of acceptance, any applicant needing special accommodations is encouraged to inform the College of her disability by submitting the Voluntary Disclosure Form. Students who want to arrange for accommodations by the College will be required to submit appropriate documentation of the disability and complete the certification process through Disability Services.

Admissions Interview

Although an admissions conference is generally not required, many prospective students find meeting with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or selected Saturday mornings by writing, telephoning or e-mailing the Office of Admissions. (1-800-MEREDITH or **admissions@meredith.edu**)

In some cases, the admissions staff, as a means of better determining an applicant's readiness for the curriculum at Meredith or for advisory purposes, may request a conference and/or writing sample of an applicant.

Musical Auditions

A prospective music major must schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Any student planning to apply for a competitive music scholarship should audition prior to February 1 of her senior year (*page 104*).

Honors and Teaching Fellows Admission

Students are admitted to the Honors Program at Meredith by application and interview. Teaching Fellows are selected through a statewide competition coordinated by the North Carolina Teaching Fellows Commission (*please check with your high school for details*).

Credentials for Home-Schooled Students

Meredith College welcomes and encourages home-schooled students to apply for admission. We recognize the benefits that diverse educational experiences bring to our academic community. Because of the variety of home-schooled programs, the college requests additional items to assist the admissions office in assessing the individual programs as well as the applicant's record. The credentials used in the evaluation of an application are established on an individual basis.

The applicant is expected to meet the same high school unit requirements as all freshmen applicants (see page 10 for the list of high school unit requirements). Any information available that will assist in determining the content of her course of study is appreciated.

An applicant must submit her official transcript that was filed with the state (or any home-schooling association) that include courses taken, grades obtained, and standardized test results. A GED certificate is required unless high school graduation has been recognized by the state in which the home-school diploma was issued.

All freshmen applicants are required to submit scores from the Scholastic Assesment Test (SAT I) or the American College Test (ACT), and applicants may also be required to submit scores from SAT II Subject Tests. If needed, the SAT II exams should include English, mathematics, and one additional academic area (foreign language recommended).

A conference with an admissions officer is required, and it is suggested that an applicant submits two recommendations from references that are not related to the applicant as well as a statement/essay with the student's application.

Application Deadline

Applications are received for consideration as long as space in the entering class allows. Although in most years the college is able to consider some students who apply after this date, February 15 is the recommended deadline for filing an application as an on-campus student. Applications from commuting students usually can be accommodated into the summer months.

The Acceptance Process

Traditional freshmen applicants may elect one of three evaluation options for their applications: Early Admission, Early Decision, and Rolling Admission.

EARLY ADMISSION

Meredith will consider for admission students who wish to accelerate their studies by entering college after the junior year of high school. Such students should have taken a strong academic program in grades nine through eleven and should show through classroom performance and standardized test results superior academic ability. Strong consideration is given to the student's maturity as well as her academic preparedness.

The college requires that an accelerating student take all courses usually expected of entering freshmen, including a fourth unit in English. If this course is not completed during the junior year, the accepted applicant will be required to complete English IV or a comparable course during the summer prior to enrolling.

An interview with an admissions counselor is strongly recommended and may be required. An admissions decision is made only after mid-year grades for the student's junior year are on file.

EARLY DECISION PLAN

The Early Decision Plan is designed for the student who definitely desires to attend Meredith College. Such a student must file her application by October 15 of her senior year along with a statement indicating that Meredith is her first college choice and that she plans to enroll at Meredith if offered early decision admission. She should take the SAT-I (or ACT) prior to her senior year. The college acts upon early decision applications by November 1 and notifies each candidate immediately of the decision.

The candidate who applies for an early decision on financial assistance by November 1 can expect notification by November 15. *(Application process is described on page 10.)* Students accepted under the Early Decision Plan are required to make a $100 deposit by December 1. This non-refundable payment applies toward freshman-year charges. The early decision candidate agrees that, upon acceptance of the early decision offer, she will withdraw all other pending applications and refrain from filing applications for admission to other institutions.

Early decision acceptance is based on clearly meeting admissions criteria. If additional information, such as first-term grades or senior-year SAT-I or ACT scores, is needed to make a decision, a student may be notified that action on her application has been deferred.

Such a student is guaranteed unbiased consideration under the rolling admission program *(below).* The early decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

ROLLING ADMISSION PLAN

The Rolling Admission Plan is designed for the prospective freshman who wishes to apply to more than one college and to have her application reviewed by Meredith as quickly as possible after it has been received. Such a student is encouraged to submit her application and supporting credentials in the fall of her senior year. The college acts upon applications as soon as all necessary credentials are received and notifies students promptly of its decisions.

Candidates' Reply Date

Meredith College subscribes to the Candidates' Reply Date which means a student accepted under the rolling decision plan is expected to make a $100 deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a $100 deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward charges for the spring semester.

Traditional Admission: Transfer

Meredith admits qualified applicants who transfer from other colleges or universities. Students with any college credits attempted (except those taken during high school) who are under the age of 23 or international students of any age who will need a student visa, must apply through the Traditional Admissions program as a transfer student.

Relevant information regarding transfer of credit and Meredith credit regulations is available as follows: transfer of credit *(page 37);* transfer grade point average *(page 37);* and residence credit requirements *(page 42).*

Students are admitted at all class levels, but at least 31 semester hours of residence credit must be completed at Meredith College as a requirement for graduation. Specific departmental requirements may apply, please contact the department directly.

A woman who is 23 or older who has college credit over five years old, may apply through 23+ Program Admission (page 14). While this route is beneficial to many women, it is particularly appropriate for a student who has been out of college for some time or for one who is uncertain about her field of study or about her preparation for Meredith's program.

Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students and are advised to apply through the Traditional Admission program. *(Credit requirements for a second degree program are given on page 34.)*

Requirements

To be admitted for advanced standing at Meredith, the Traditional Admission transfer student is expected to

○ have 30 or more hours of college coursework with at least 18 hours that meet General Education requirements (page 57)

○ have a C or higher in College Algebra, or have completed Algebra I, II and Geometry in high school

○ have at least an overall C average on all courses attempted at post secondary institutions;

○ be eligible to return to the last institution regularly attended

○ be recommended by college officials.

An applicant having fewer than 30 semester hours of transferable college credit at the time of application must also meet freshman admission requirements, including submitting scores on the Scholastic Assessment Test (SAT) or the American College Test (ACT). In some instances, a student having 30 or more semester hours of college credit may be expected to meet freshman admission requirements through evidence of her secondary-school course background and/or satisfactory scores on standardized tests of academic achievement if she has fewer than 18 hours that meet general education requirements at Meredith. Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining an applicant's readiness for the curriculum at Meredith or for advising purposes, may request a conference with her.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Satisfactory completion is defined as a C average or higher on all courses attempted at postsecondary institutions. Admission is always contingent upon receipt of a complete medical report *(page 11).*

Procedures

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admissions or the Meredith web site, **www.meredith.edu,** and the non-refundable $40 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space is available. Applications from commuting students usually can be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

An applicant for fall or spring is responsible for having an official transcript sent to Meredith from every college, university, or other post-secondary educational institution attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. In addition, she should have an official copy of her high school transcript (or her GED certificate) sent to the Office of Admissions. She is also expected to be recommended by her previous dean of students (or similar official) and a college professor. The Office of Admissions provides recommendation forms for this purpose. Recommendations are not part of the ongoing file of an enrolled student.

Fall transfer application evaluation begins in January after all required credentials, including first-semester grades (if currently enrolled), are received. Decisions are made on a rolling basis. An accepted student for fall must pay a $100 non-refundable advance deposit by May 1 or within 10 days after the date of acceptance. Spring transfer evaluation begins in November if all required credentials are on file. Decisions continue on a rolling system of admission. If accepted for the spring term, a student must pay a $100 advance deposit by December 1 or within 10 days after the date of acceptance — whichever date is later.

Requirements and Procedures for Students from Technical, Business, Bible, and Nursing Schools

In addition to the requirements and procedures for transfer student applications provided above, a student from a technical, business, Bible, or nursing school must arrange for her secondary institution to provide an official transcript of her high school records and scores on all standardized tests of scholastic aptitude. She should also request the technical, business, Bible, or nursing school to send a report of her scores on any standardized tests taken while enrolled at that institution. Evaluation of credentials for these applicants will take into account the course of study and the type of institution attended.

23+ Program Admission

A woman who is 23 years of age or older, is a high school graduate or has earned a GED, and is interested in completing a Meredith College degree may enroll as a student without fulfilling regular Meredith admissions requirements. She may be beginning college for the first time, transferring in credits, or seeking readmission to Meredith.

Requirements for Acceptance:

To be accepted for the 23+ Undergraduate degree program at Meredith, the 23+ applicant must:

- be over the age of 23 as of the first class day of the term in which she wishes to enroll;
- have graduated from high school or have earned a General Equivalency Diploma (GED) and
- have passed a college transferable math class at an accredited institution with at least a C, or
- have passed high school algebra 1 or its equivalent with at least a C

Students without the required algebra must take a comparable course at an accredited institution prior to full admittance in the 23+ program.

To apply for admission, the 23+ applicant submits the following to the Office of Admissions:

- Meredith College application;
- Non-Refundable $40 application fee or alumna waiver form;*
- All transcripts, including high school and postsecondary; or GED if applicable; and
- For non-native English speakers, Test of English as a Foreign Language (TOEFL) for advisory purposes.

She must also:

- Attend a 23+ Information Session or a private conference with a 23+ Admissions Counselor.

The Office of the Registrar evaluates all academic records and provides a preliminary credit statement reflecting hours deemed transferable from other accredited post-secondary institutions, general education requirements met, and the transfer grade point average.

The applicant then meets with an academic advisor in the 23+ Undergraduate Degree Program, to discuss her credit evaluation, life circumstances and readiness for Meredith College. Together, they determine a program of study consisting of 3 to 15 semester credit hours and any math and English readiness courses she may need prior to enrolling in credit courses. They sign a program letter outlining the conditions to be met prior to full admittance to Meredith College.

Upon receipt of the signed program letter, the Office of Admissions accepts the applicant into Meredith College as a 23+ student. A student accepted for fall must pay a $100 non-refundable deposit by August 1 or within 10 days after her date of acceptance, whichever date is later. If accepted for the spring term, a student must pay a $100 advance deposit by December 1 or within 10 days after the date of acceptance, whichever date is later. This deposit will apply toward her expenses for the term. Prior to registration a student must submit the required health information to the Health Center.

Prior to acceptance or thereafter, a student may discover that she will be unable to attend that particular semester. If she wishes to attend the following semester, she must inform the Office of Admissions and the 23+ Office that she wishes to defer her admission. She does not need to pay any additional application fees. The $100 nonrefundable deposit is held for the subsequent semester only (excluding summer). She may exercise this option only once. She must reapply if she does not enroll in courses the following semester.

Every 23+ student completes at least one semester in 23+ status with a course program of as many as 15 specified semester credit hours. Of immediate concern are the English and mathematics components of the general education requirements. If the student has not transferred the equivalent of ENG111 or ENG112, she must take ENG111. If she does not present an adequate background in mathematics, she is required to take a non-credit course covering high school through intermediate algebra (Algebra II) during her first year at Meredith. Students are also placed in appropriate level English courses (some of which may be non-credit).

The 23+ student must earn an overall grade point average of 2.00 on all courses taken while in the 23+ Program status. Once she has satisfactorily completed her program, including all math readiness and English composition courses, her admission as a degree student at the college is confirmed and her records are changed to reflect her status. She then will declare her major and begin to work with the academic advisor assigned to her by that department. All credits earned as a 23+ Program student are applicable to the degree requirements at Meredith.

A student is given an academic warning if she does not achieve the 2.0 grade point average after she has completed her first 15 credits. If her grade point average is such that it would be mathematically impossible for her to successfully earn a 2.0 grade point average within the maximum of 15 hours allowed in the 23+ Program, the student will be dropped from the program whether or not she has completed 15 hours in the 23+ Program. At this point, we will assist the student in developing a plan for them to complete their educational goals.°

If a student is unsuccessful in the pre-arranged program, her admission is not confirmed and she must terminate her enrollment. After an absence of one semester, she may return under the conditions listed as a non-degree student and then, if successful, reapply as outlined under readmission. Students may appeal termination decisions through the Committee on Academic Appeals.

**A student for whom the $40 processing fee is a severe financial hardship is encouraged to contact the Office of Admissions for information about obtaining an application fee waiver.*

International Student Admission

Meredith welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. An international student who requires an F-1 (student) visa must apply through the Traditional Admission program regardless of her age. If an F-1 visa is not needed, an international student who is 23 or older may choose to apply through 23+ Program Admission *(page 14).*

Students needing an F-1 visa for fall semester must file a complete application by March 1. The deadline for F-1 students seeking entrance to the spring semester is August 1.

In filing an application for either Traditional Admission or 23+ Program admission, an international student must submit the following. The full Meredith College application includes:

- ○ an official transcript, marksheet, or academic record from each secondary school, college, or university attended;
- ○ an official copy of each diploma, degree, or educational certificate received;
- ○ an official score report of any national examination;
- ○ for non-native English speakers, scores on the Test of English as a Foreign Language (TOEFL); and
- ○ for those already in the United States, proof of current Visa status.

If the original transcripts are not in English, a certified translation into English is required. In addition, a course-by-course evaluation of the applicant's academic documents compiled by an independent academic credential evaluation provider will be requested for any post-secondary work or Commonwealth advanced level examinations taken outside of the United States. Meredith recommends World Education Services, Inc. (WES) for this service; other independent evaluators may be used with prior approval from Meredith. Applications for these evaluations can be obtained from the Meredith Office of Admissions, or from the WES website (**www.wes.org**). WES, like other evaluators, requires a fee from the applicant for processing applications.

When applying through the Traditional Admission program, the international student must also submit scores on the Test of English as a Foreign Language (TOEFL), except in cases where English is her native language or principal language of instruction. If applying for Traditional Admission, a native English speaker or one whose primary instruction has been in English should substitute the Scholastic Assessment Test (SAT-I) or American College Test (ACT) for the TOEFL. The tests (TOEFL, SAT-I, and/or ACT) should be taken within the 18 month period preceding the date the student wishes to enroll. When registering for these exams, the student should request that a score report be sent directly to Meredith College.

If applying through the 23+ Program Admission option, an international student whose primary language of instruction has not been English may be required to submit scores on the TOEFL. A 23+ Program applicant whose native language is English will not be required to submit TOEFL, SAT-I or ACT scores.

An international student judged academically admissible will be required to show proof of financial responsibility for her education and to submit a completed health form and the $100 deposit. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued. An international student at Meredith is required to purchase and maintain a minimum standard of health insurance as defined by the United States Information Agency (U.S.I.A.). The policy must be with a company that has a claims office in the United States.

When planning for study at Meredith, an applicant should be aware that financial aid resources for international students are limited to institutional money. A student and her family, however, should expect to be primarily responsible for her expenses.

Re-Admission of Former Students

A degree-seeking student who was previously enrolled at Meredith but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission to the College. Exceptions are students on a valid leave of absence and those visiting another institution with the approval of Meredith College.

A student who was initially accepted for 23+ Program Admission and who was still in 23+ Program status when she withdrew from the College (i.e., she had not been admitted as a degree student) applies for re-admission as a 23+ student. Such a student will be considered for re-admission only if she has earned fewer than 15 credits within the 23+ program and a total of fewer than 30 credits when including all non-degree and 23+ credits. Re-admission is not guaranteed, and such students will be required to follow a contract outlining specific and unique conditions designed to help them be successful.

All students applying for readmission must file an application for re-admission and must include a $25.00 non-refundable application fee in the Office of Admissions. If the student has been enrolled at other colleges or universities since her withdrawal, she must request an official transcript and a statement of honorable dismissal from each institution. Other credentials necessary to support her application are obtained by the Office of Admissions and include recommendations from references listed on the application, as well as the student's previous academic and personal records at Meredith. If the student has not attended other colleges or universities during her absence she needs to include an explanation of her activities during her time away from Meredith. If adequate health information is not on file at the college, the student accepted for re-admission will be required to submit the necessary medical records.

A student who was on academic probation for two concurrent semesters when she withdrew or was academically suspended from the college may have her application considered by the Board of

Review. Along with the above application information, she must submit a letter of intent, at least one recommendation from a professor or official at the last institution attended, and any other information demonstrating that she should be readmitted. The Board of Review bases its decision on these materials. The application must be sent in for consideration at least three weeks prior to the start of classes in the term for which the student seeks readmission.

A student who is re-admitted by the Board of Review will be placed on academic probation and will be informed of the specific criteria for maintenance of good standing. A student who has been academically suspended twice or has withdrawn twice after completing a semester on academic probation normally will not be re-admitted to the college.

Part-Time Students

A part-time student is one qualifying for a degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the regular entrance requirements and admission procedures outlined in this chapter.

Non-Degree Students

Non-degree students in the categories listed below may register at Meredith in credit courses without conforming to the usual admissions procedures. In most instances, non-degree students are registered on a part-time basis.

Visiting Students

A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

A student who is cross-registering for courses through the Cooperating Raleigh College consortium will begin the registration process in the registrar's office at the home institution and complete registration in the Office of the Registrar at Meredith according to schedules worked out between the institutions.

International Visitors

International students at institutions outside the United States with which Meredith has exchange programs may, with the authorization of the home institution and in accordance with Meredith policy, enroll at Meredith as visiting students. Such students will file a special application and the required academic records and financial statement through the Office of Admissions. When the student is cleared for exchange visitor status, the college will issue a Certificate of Eligibility (I-20) for the student to use in applying for a student visa. An international visitor will have a designated faculty advisor and will register along with transfer students.

Teacher Licensure Program Candidates

A college graduate wishing to pursue a teacher licensure program files an application and an official transcript with the Education Department. Once admitted to the program, the student receives from the Meredith School of Education guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith in order to complete the licensure program *(page 75).*

Teacher Licensure Renewal Students

A certified public school teacher who enters Meredith for credit to be applied toward renewal of licensure requirements may register for courses with credit. Evidence of licensure should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

Senior Scholars Program

High school senior women in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith. A student approved for participation in the Senior Scholars Program may attend classes for college credit in the summer prior to her senior year or in one or both semesters of her senior year. Application forms and procedures are available in the Office of Admissions.

Meredith Faculty, Staff, and Administration

Members of the Meredith College faculty, staff or administration may register for courses as non-degree students. They will complete a special registration form provided by the college and will register in the Office of the Registrar on the opening day of the term.

Post-Baccalaureate Second Major/Second Minor Students

A student who holds a baccalaureate degree and who is not interested in completing a second degree from Meredith may register for courses for credit as a non-degree student. This student registers in the Office of the Registrar on the opening day of the term.

A student who wishes to fulfill the requirements of a second major or minor (but not a full second-degree program) should contact the Office of Admissions for information about application procedures and advising possibilities. A conference in the department of choice must be arranged by the end of the drop-add period and preferably prior to the first day of class. When the application and advising processes are completed before the end of the pre-registration period, a student seeking a second major or minor will be allowed to pre-register for classes. Information about admission requirements for second degree students is on page 13 and academic requirements are on page 34.

Other Non-Degree Students

A student who does not hold a baccalaureate degree and who does not expect to complete a degree program at Meredith may register for courses for credit as a non-degree student by completing a non-degree application in the Office of Admissions. She must have a high school diploma or a GED and must have completed that program of study at least one calendar year prior to registering at Meredith.

A former 23+ student who has not been enrolled for a least one semester and who was not admitted to the degree program during her first 15 hours at Meredith may also register as a non-degree student. She may take a maximum of 15 additional semester hours of restricted credit, and her program of study must be approved by the 23+ Office. As a non-degree and/or 23+ student, she may earn up to 30 semester hours, with all courses completed, including repeated courses, counting toward this number.

To be eligible for admission, she must adhere to this plan.

All non-degree students may take a maximum of 11 semester hours in any one semester and a cumulative total of 30 semester hours, unless a different load has been approved by the Vice President for Academic Affairs. Non-degree students are not eligible for financial aid.

Students pursing this option register in the Office of the Registrar on the opening day of classes.

A non-degree student who thinks she may eventually wish to seek a degree candidacy at Meredith should consult with the Office of Admissions for information about admission requirements and procedures. The completion of classes at the college does not, by itself, assure admission.

Summer Session

Students accepted for admission to the fall term as well as those previously enrolled at Meredith under any of the conditions listed above may attend summer courses, which run in three and six-week sessions between mid-May and early August. Women from other colleges and universities are also welcome. Completing summer courses can help a student complete her degree in less than four years. The Office of the Registrar makes available schedules and registration materials for the summer session.

Condition of Admission

Every person admitted to the college as a student agrees to the following condition of admission: Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by the college as undesirable or unacceptable.

Advanced Standing Credit

Evaluation of Credit

A student approved for admission with advanced standing receives from the Office of the Registrar a credit evaluation reflecting credits transferred, and general education requirements met. In computing the overall transfer grade average, Meredith uses a 4.0 quality point average: A=4.0, B=3.0, C=2.0, and D=1.0. Other units of credit are converted to semester hours. Orientation, cultural activity, developmental (remedial), and physical education activity courses are not calculated in the transfer grade point average.

Advanced Placement and Credit

Admitted students who have completed the equivalent of college-level study through high school courses, independent study, or any other means may seek advanced placement and credit at Meredith. Competency in a subject area can be established through satisfactory performance on one of the following tests:

- ○ A special departmental examination administered at Meredith
- ○ Advanced Placement Examination of The College Board
- ○ General examination or a subject examination of the College-Level Examination Program of The College Board
- ○ An International Baccalaureate examination

Credits awarded for advanced placement credit are detailed on pages 38–40.

Credit for Extra Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education are used by the Office of the Registrar and the appropriate department head to decide upon credit given. In some instances, departmental examinations are used to determine credit. A maximum of 15 credit hours may be awarded for extra-institutional instruction.

Finances

Meredith College is committed to offering the highest quality education available today for the most reasonable cost. Financial support from various sources supplements tuition and allows the college to enrich academic and co-curricular programs. A Meredith College education is a value today and an investment for the future.

This section details the tuition and fees charged by the college and its various programs and services. The college reserves the right to change tuition and fees at the beginning of each semester if conditions make such adjustments necessary. Students will receive advance notice of any changes. Financial aid is available to students whose needs qualify them for assistance.

Residence Hall Services

The charges to resident students for room and board cover rent for a shared room in a residence hall, the cost of three full meals a day for seven days a week in the dining hall, and routine services from the student health center.

Each residence hall room is equipped with a telephone jack. There is no installation charge or additional charge for local telephone service. Long distance service is billed monthly.

Also, each residence hall room is wired for cable television. In addition to providing capabilities for standard residential programming, the system is designed to distribute locally produced Meredith programs on three channels. Each residence hall room is also wired for access to e-mail, the Internet and Meredith's campus-wide network.

Tuition and Fees

Full-time students include all students taking 12 or more credit hours. Part-time students are students taking fewer than 12 hours. Their tuition charges are determined by their course loads. A student activities fee will be charged to all full- and part-time undergraduate degree seeking students.

Resident Students		
(12-18 credit hours)	Semester	Year
Resident student tuition	$11,175	$22,350
Room, board,	$3,150	$6,300
Student activities fee	$25	$50
TOTAL	$14,325	$28,650
Hours in excess of 18	$585 per credit hour	
Commuting Students		
(12-18 credit hours)		
Commuting students tuition	$11,175	$22,350
Student activities fee	$25	$50
Part-Time Students		
(1–11 credit hours)		
Tuition (for credit or audit)	$585 per credit hour	
Student activities fee	$25 per semester	
Applied Music—per semester		
Full-time students		
1 half-hour lesson weekly	$150	
2 half-hour lessons weekly	$300	
Class lessons in piano, voice, or guitar	$115	
Recital fee	$150	
Accompanist fee	$380	
Part-time students (for credit)		
Tuition of $585 per credit hour plus the following fees:		
1 half-hour lesson weekly	$150	
2 half-hour lessons weekly	$300	
Class lessons in piano, voice, or guitar	$115	
Recital fee	$150	
Accompanist fee	$380	
Art		
Studio fees vary up to $275 per course to cover expendable materials.		
Birth through Kindergarten		
BK 460	$125	
Child Development		
CD 345	$75	
CD 450	$150	
Education		
EDU 490 Student Teaching	$300	
Health and Physical Education		
Golf, bowling, scuba diving, life guard training, Water Safety Instructor, karate, ice skating, Responding to Emergencies and Tae Kwon Do fees are set at the beginning of each semester.		

Social Work

SWK 402-A, Field Experience	$300
SWK 402-B, Field Experience	$300

Nutrition

FN 124, FN 310, and FN 330	$25

Auditing Courses

Full-time students	no charge
Part-time — auditing	$585 per credit hour

Special Fees

Application fee for new students	$40
Application fee for students seeking re-admission	$25
Graduation and lifetime transcript fee	*$75

Breakage fee

Students will be billed for unjustifiable damage to college property.

Health services

Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the student health center. Service is available to non-resident students for $100.00 per semester.

**Maximum 10 transcripts per order, $5.00 charge per transcript over 10.*

Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students. Books, gym clothes, and other instructional expenses are not included in the above charges.

Terms of Payment

Payment Schedule

Advance deposit for all entering students	$100

Students who are accepted on the Early Decision Plan must make a deposit on or before December 1. Other new students are required to make this advance deposit on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable $40 fee which must accompany the application of each new student.

New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will be credited to the student's account and applied to tuition charges.

Advance deposit for returning resident students	$150

All returning resident students must make this non-refundable deposit during the housing sign-up in the spring semester. The deposit will be credited to the returning student's account and applied to room and board charges.

Payments for tuition, room, and board are due in full on August 1 for the fall semester and on December 15 for the spring semester. Payments not received by the due date will result in the cancellation of preregistered classes. Bills will be mailed to the student at her permanent home address approximately two weeks prior to each payment due date. Approved financial aid may be used to offset each of these payments.

Supplementary charges such as course fees, additional hours, and private rooms will be billed and are due on October 31 for the fall semester and on March 31 for the spring semester. Parking fines and other past due charges from the Library are charged to student accounts and are due when incurred. A student may not preregister for a future semester unless her account is paid in full.

Payment Plan Options

Meredith offers three alternate payment plans:

OPTION 1: A student may elect to pay the semester's tuition, room, and board charges in full on the due date.

OPTION 2: A student may elect to pay one-half of the semester's tuition, room, and board charges on the due date and the remaining half at mid semester (October 31 for fall and March 31 for spring). There will be a $25 service charge each semester for this payment option. This option is elected on a semester by semester basis.

OPTION 3: A student may elect to spread her entire year's tuition, room, and board charges into ten (10) equal monthly payments beginning in July of each year. There is a $60 annual fee for this service, which is administered by Tuition Management Services, 171 Service Avenue, Warwick, NJ, 02886 (1-800-722-4867).

North Carolina Legislative Tuition Grants

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students working toward their first baccalaureate degree at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 2006–2007 was $1,900.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form available in the Office of Financial Assistance. She must be certified by the college as an eligible recipient according to the state guidelines.

Withdrawals/Leaves of Absence

If a student withdraws, is dismissed, or is granted a leave of absence from Meredith before the end of a semester, she is responsible for the following percentage of the full semester tuition:

Up to and including the 5th day of the semester	0%
6th through 10th day of the semester	20%
11th through 20th day of the semester	40%
After 20th day of the semester	100%

Any refund due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the dean of students or an official leave of absence notification from the registrar.

The same policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop or withdraw from courses.

Board will be credited on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No credit will be made for room charges.

If a student does not officially withdraw within 60 days of last class attendance, she forfeits her right to any adjustments to her charges. *See page 47 for how to effect an official withdrawal.*

Students who are receiving financial assistance from federal programs, are enrolled at Meredith for the first time, and who withdraw from Meredith, will have any refund determined according to federal policy. Eligibility for a refund may extend to 60 percent of the semester. Refunds calculated under federal guidelines will be repaid to the programs from which funds were received in the following order: FFELP loans, federal Perkins loan, federal Pell grant, federal SEOG grant, other title IV assistance, other federal sources of aid, other state, private, or institutional aid, the student.

Other students receiving financial assistance and who withdraw from the College will have their refund calculated as shown in paragraph one under Withdrawals. The funds will be prorated according to their sources (State, Institutional, Student) and repaid to the funds in the sequence shown in the previous paragraph.

Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

Contractual Agreement

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. No College administrator can modify these regulations without specific authorization from the Meredith Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

Financial Assistance

Meredith offers a student assistance program designed to help meet the financial need of each student. Students enrolled in degree (undergraduate and graduate or certification) programs are eligible to apply for financial assistance. This includes freshman and transfer applicants, on-campus and commuting students. Although the student or her family is expected to pay for educational expenses as completely as possible, it is the mission of Meredith that no student will be denied the opportunity to attend the College because of financial need.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, age, or disability. An international applicant should consult page 15 for assistance available to students from other countries.

Principles and Procedures

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Free Application for Federal Student Aid (FAFSA).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated $1,650 for miscellaneous personal expenses, including transportation. The educational cost used by the Office of Financial Assistance in its calculation of need for an on-campus student for 2007–2008 is $31,200. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated $6,000 for food and miscellaneous personal expenses, including local transportation. The total cost used by the Office of Financial Assistance in its calculation of need for a full-time, dependent commuting student for 2007–2008 is $28,500.

The average expenditure for books is calculated at approximately $750 per year and is included in our estimate of annual expenses students will incur at Meredith. Students are responsible for buying their own books and may purchase books and supplies from the campus bookstore, which is provided as a convenience for the students. While students are not required to purchase their books from the college bookstore and may obtain their books from an independent dealer, the bookstore is fully stocked to accommodate the needs of Meredith students.

The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by contacting the Office of Financial Assistance at (919) 760-8565 or on the web at **www.meredith.edu/finaid**.

Application Procedures

All new students to Meredith College who wish to apply for any kind of financial assistance should complete the Free Application for Federal Student Aid (FAFSA) between January 1 and February 15. Those applications received after February 15 will be considered as funds are available. The FAFSA may be completed on-line at **www.fafsa.ed.gov**, or can be obtained from any high school guidance counselor or from a college financial aid officer and mailed using the envelope that is provided in the FAFSA booklet. Indicate Meredith College as an institution to receive your data by using our code number **002945**.

A freshman candidate who is applying for admission under the Early Decision Plan and who would like an early decision aid estimate on financial assistance should file her Early Decision Financial Assistance Application by November 1 of her senior year. She will need to request the Meredith College Early Decision Assistance Application from the Office of Financial Assistance or the Office of Admission. If this form is received on time, she will receive her estimated eligibility for financial assistance beginning November 15. Should she later be named a recipient of one of the competitive scholarships, her award will be revised to reflect this component. Please note that an early decision student who received need-based financial assistance will be required to file a FAFSA by February 15.

Returning Students

The FAFSA must be filed each year a student wishes to receive financial assistance; the form should be completed on-line at www.fafsa.ed.gov or mailed between January 1 and March 15 for priority consideration. Students who file the FAFSA after the priority date will be considered as funds allow.

The Award

The Office of Financial Assistance evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, grants, loans and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

Notification of Awards

All entering students who apply for financial assistance by the priority deadline, including applicants for competitive scholarships, will be informed of the College's decision in March. Students accepted for admission under the Early Decision Plan will be informed of tentative assistance awards by November 15. Returning students can expect notification concerning awards after June 1.

Payment of Award

Scholarships and grants administered by the College will be credited to the student's account on a semester basis. Scholarships received from outside sources will be applied to the student's account as funds are received.

If a student chooses to apply for a Federal Stafford Loan, and/or a parent chooses to apply for a Federal PLUS Loan, a Notice of Loan Guarantee and Disclosure Statement is sent from the lender to the borrower specifying the actual loan amount and when the funds will be disbursed to the College. Since the College participates in an electronic fund transfer (EFT) with most lenders, loan proceeds are transferred without issuing individual checks to students. Proceeds are then credited to a student's account as students are cleared for release by the Office of Financial Assistance. Any assistance received which exceeds the amount due to Meredith for the semester will be given to the student within 10 days of the credit balance occurring. These funds may be used for expenses related to the student's enrollment, including living and personal expenses.

Students who have a Federal Work Study job on campus are paid on the 10th of each month for work performed during the preceding month.

Renewal of Assistance

Meredith College will continue to provide financial assistance to a student in future years if (1) the need for financial assistance continues, (2) the FAFSA is completed by the stated deadline, and (3) the student maintains satisfactory academic progress as shown in the next section. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

Financial Assistance Satisfactory Academic Progress

In order for a Meredith College student to retain eligibility for federal, state and institutional assistance, the student must meet the criteria listed below. If a student fails to meet both requirements at the end of an academic period (defined as one academic year, if the student attends both semesters), then the student is placed on financial assistance probation for the following semester. If the student does not meet both conditions at the end of the probationary period, she will no longer be eligible for financial assistance until she can again meet both requirements.

Undergraduate Degree Students:

Qualitative Requirement—Each student must maintain the following minimum Meredith QPR, based on credits attempted.

Total Attempted Hours	Minimum Meredith QPR
1–16	1.500
17–25	1.700
26–59	1.800
60–89	1.900
90 and above	2.000

Quantitative Requirement—Each student must also be making satisfactory progress toward the completion of a degree. Satisfactory progress toward graduation is measured in terms of total academic credits earned. During the academic period, a student must earn 75% of all credits attempted for which she received assistance. Undergraduate students may not receive financial assistance for more than 150% of the expected program length, or ten semesters for full-time students, whichever is less.

Graduate Degree Students:

Qualitative Requirement—Each student must meet the academic standards for enrollment in the school or program in order to continue to receive financial assistance as described in the Graduate Catalogue.

Quantitative Requirement—Graduate students may not receive financial assistance for more than 150% of the expected program length.

Students placed on financial assistance probation:

A student placed on financial assistance probation will receive a letter informing her or him of the probationary status and requesting that the student meet with a member of the Office of Financial Assistance staff. This letter will state that the student's progress will be reviewed after the next semester. If the student then meets SAP requirements, she/he will be removed from probation. If she/he does not meet/exceed the requirements, her/his financial assistance will be suspended until she/he meets the requirements to resume receiving assistance. There will be a chance for a student to appeal.

Appeal Process:

A student who is placed on financial assistance probation or had financial assistance suspended has a chance to submit an appeal of the decision. The student must submit a letter to the Director of Financial Assistance stating the reasons for reconsideration. This information will then be discussed by the Financial Assistance Appeals Committee which will make a final decision.

Students' Rights and Responsibilities

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in a student's current financial assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

A full-time student is responsible for advising the Office of Financial Assistance if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her financial assistance award notification. Other responsibilities of an assistance recipient include completing all forms and special applications requested by the Office of Financial Assistance; reporting to the Accounting Office on request to endorse vouchers and/or checks and, if applicable, signing a loan promissory note and having a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith or any other college. In order to be eligible for federal assistance programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status.

Types of Assistance

Competitive Scholarships

Recipients of the following competitive scholarships, as well as Honors Program participants and Teaching Fellows, are invited to take part in Focus on Excellence. This program provides exciting opportunities to enrich college life by attending a special series of cultural activities. The program of events, selected each year from a variety of on-campus and off-campus offerings, expands one's exposure to music, art, film, science and theatre. Participating in the series also fosters friendships among students who seek new ways to heighten their learning experiences.

Presidential Scholarships

Meredith College Presidential Scholarships are available each year for entering freshmen. The selection of recipients for this prestigious award will be based on merit, taking into account superior academic achievement, intellectual promise and leadership ability. The award is renewable for a total of four years subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.25 on all courses taken at Meredith. In addition, a recipient will have the opportunity to apply for an additional stipend to help cover the cost of a study abroad experience while she is a student at Meredith.

Recipients of the Meredith College Presidential Scholarships are not only encouraged to participate in the "Focus on Excellence" series but are also invited to join the President of the College for various special events and activities. Presidential Scholars are also encouraged to participate in community activities and organizations which strengthen the bond between Meredith and the community.

Meredith College Presidential Scholarships are funded by endowments. The initial Presidential Scholarships are funded by the Edla Adams Ogburn Scholarship Fund.

Meredith College Academic Awards

These awards recognize students having superior academic ability, achievement, and leadership potential. Meredith College Academic Awards are available each year for entering freshmen having superior credentials. The awards are renewable for a total of four years subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 2.5 on all courses taken at Meredith.

The Meredith College Academic Awards are partially made possible through the following endowment funds:

- ○ Craig-Davis Honors Scholarship;
- ○ Hesta Kitchin Crawford Honors Scholarship;
- ○ Jessie Ball Dupont Scholarship;
- ○ Durham Corporation Education Endowment Fund;
- ○ General Hugh B. Hester Honors Scholarship;
- ○ Paula Green Hester Honors Scholarship;
- ○ Cleo and Elwood Perry Honors Scholarship;
- ○ Vida Thompson Williams Scholarship;
- ○ Lola Marshburn Ledford Scholarship; and
- ○ Fred & Minnie Stone Scholarship.

Meredith Promise Scholarships

In recognition of academic ability, intellectual promise, and leadership skills, Meredith College has established the Meredith Promise Scholarship for students from underrepresented groups. The scholarship is determined without regard to financial need. It is renewable up to a total of four years, provided the recipient remains in good standing, is a full-time student, and maintains a 2.5 quality point ratio on all courses taken at Meredith.

Emerging Leaders Scholars

Meredith College offers the Emerging Leaders Scholarship Program to recognize students with outstanding leadership potential in academic and co-curricular areas. Evaluation is based on strong scholastic ability along with evidence of meaningful involvement in school activities and/or community service. The Emerging Leaders Scholarship can be renewed for up to a total of four years. Recipients agree to participate in a workshop at the beginning of the freshman year designed to introduce them to leadership development opportunities at Meredith. To have her scholarship renewed, a student must be in good standing, be full-time, and have a minimum quality point ratio of 2.5 on courses taken at Meredith.

Students interested in receiving scholarships should apply for admission to the College by January 15. Students applying for the Honors Program or talent scholarships in art, music or interior design must file a separate scholarship application by January 15 for full consideration.

Art Scholarships

○ Eleanor Layfield Davis Scholarship
○ Ruby C. and Ernest P. McSwain Scholarship
○ Lois Griswold Outland Scholarship

Each year freshman applicants are selected to receive the Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship on the basis of talent.

To be considered for an art scholarship, a student must be accepted for freshman admission to the College. She must file the special Talent Scholarships Application with the Office of Admissions and arrange a preliminary portfolio review with the Department of Art by January 15.

On the basis of the portfolio reviews, the department selects finalists who will be invited to interview with the art faculty on the campus in February.

The Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship are renewable annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in art, and maintaining a minimum quality point ratio of 3.0 (B average) on all art courses taken at Meredith College.

Music Scholarships

Each year freshmen applicants are selected to receive The Robert H. Lewis Scholarship, The Mary Perry Beddingfield Scholarship and other Music Talent Scholarships according to the recipient's financial need.

To be considered for a music scholarship, a prospective freshman must file the special Talent Scholarships Application with the Office of Admissions by January 15. If she is applying for need based talent awards the student and her parents must also submit a FAFSA to the Office of Financial Assistance, by February 15.

A student must be accepted for admission to compete for a music scholarship. Selection of scholarship recipients is then based on musical talent, academic ability, previous performance, commitment to the field of music, and potential achievement in the field. On the basis of auditions in the fall or winter, finalists are chosen in early February by the Department of Music; the finalists are invited to the campus in late February for another audition and for interviews with the music faculty.

The Robert H. Lewis Scholarship, the Music Talent Scholarship and the Mary Perry Beddingfield Scholarship are renewed annually for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in music, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith.

Sandra Graham Shelton Scholarship in Interior Design

Meredith College each year awards entering freshmen Sandra Graham Shelton Scholarships in Interior Design. The scholarship recipients are determined on the basis of scholarship and potential for success in the field of interior design. The Sandra Graham Shelton Scholarship is renewed annually, for a total of four years, subject to the recipient's remaining in good standing, being a full-time student pursuing a major in interior design, and maintaining a minimum quality point ratio of 3.0 (B average) in all courses in the interior design program taken at Meredith.

To be considered for the Sandra Graham Shelton Scholarship, a student must be accepted for freshman admission to the College. She must file the separate Talent Scholarship application in the Office of Admissions by January 15. Finalists in the competition will be invited to the campus in February for interviews with and a review of samples of creative work by the faculty selection committee.

Thomas Meredith Baptist Heritage Scholarships

Meredith College has established the Thomas Meredith Baptist Heritage Scholarships to pay tribute to its rich Baptist history and to recognize outstanding students who are North Carolina Baptists. The scholarships are named for Thomas Meredith, founder and editor of The Biblical Recorder, who chaired the committee that recommended to North Carolina Baptists in 1835 that a college for women be established.

The Thomas Meredith Baptist Heritage Scholarships are awarded to incoming freshmen on the basis of academic excellence, outstanding service to church and/or community, and leadership ability. Applications are available from the Office of Admissions. A recipient must be a member of a North Carolina Baptist church and be recommended by a church official (director of the W.M.U. or other similar women's organization, pastor or youth minister). At least three scholarships valued at $1,500 per year are awarded annually. The scholarships are renewable for a total of four years, based upon the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 2.50 on all courses taken at Meredith. Recipients are designated as Thomas Meredith Scholars.

Transfer Scholarships

Each year Transfer Scholarships are available for junior or community college graduates who have superior academic credentials. Selection will be made on the basis of scholastic achievement, intellectual promise, and leadership ability. Recipients of these awards are designated as Meredith Scholars.

The Transfer Scholarship is awarded without regard to financial need. A Transfer Scholarship is renewable for the subsequent year (total of two years) subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum overall quality point ratio of 3.0 (B average) on all courses attempted at Meredith

North Carolina Teaching Fellows Awards

Winners in the prestigious North Carolina Teaching Fellows Program, a statewide competition for prospective teachers, may use the award at Meredith to prepare for a career in teaching. Meredith will coordinate additional scholarships and grants, including the NCLTG and any competitive scholarships, to match the stipend of $6,500 received from the State Teaching Fellows award. Additional assistance up to the full estimated cost of attending is available if the student has financial need.

In addition, Meredith Teaching Fellows have the opportunity to apply for an additional stipend to help cover the cost of her study abroad experience.

To apply for a Teaching Fellows Award, a "forgiveness loan" which is a scholarship if the recipient teaches in a North Carolina public school for each year she received the award, a North Carolina student must do the following:

1. By the stated deadline for the program, file the special Teaching Fellows Program application, which is available in the guidance office at the high school. If Meredith is the student's choice, it must be listed on the application.
2. Provide all information requested in the application instructions and participate in any required interviews. At both the local and regional levels, interviews with a screening committee will be part of the selection process.
3. File the FAFSA by February 15.

To use a Teaching Fellows Scholarship/Loan at Meredith, the student must apply and be accepted for admission to the College and be selected for participation in Meredith's Teaching Fellows Program. Teaching Fellows awards are renewable for each year, provided the student meets all Teaching Fellows Program requirements. These include maintaining a Meredith G.P.A. of 2.50 and an overall G.P.A. of 2.50, pursuing a program leading to teacher licensure, participating in required curricular and cocurricular activities, and completing a minimum of 15 semester hours of honors work.

General Grants and Scholarships

Meredith College Grants

Meredith provides grants for entering and continuing students based on financial need. Applicants must complete the FAFSA to be considered. The amount of the grant is determined by the level of financial need.

North Carolina Legislative Tuition Grant

The North Carolina Legislative Tuition Grant is available to all North Carolina residents who are attending Meredith College full-time. Students do not need to apply for financial assistance in order to qualify for this grant. These funds are appropriated by the North Carolina General Assembly. In 2006-2007, students received $1,900 ($950 per semester). Students need to complete a residency application each year. This form is available in the Office of Financial Assistance, or at www.meredith.edu/finaid.

North Carolina Contractual Scholarships

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the state. For a student to be eligible, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

Meredith College Endowed Scholarships

George I. Alden Trust Teaching Scholarship
James Larkin and Iona Mae Shugard Ballou Trust
Baptist Women Scholarship
Barham First Family Scholarship
Bank of America Teaching Scholarship
J.T.J. Battle Scholarship
Mary Perry Beddingfield Music Scholarship
Louise McComb Bennett Scholarship
Amorette Bryant Bolton Scholarship
Fred C. & Irene Rumer Bonhardt Scholarship
Annie & John Bostic Scholarship
Branch Bank Teaching Scholarship
Dorothy Ray Branham Scholarship

Charles E. Brewer Scholarship
Love Bell Brewer Scholarship
Margaret Highsmith Brown Music Scholarship
The Bryan Foundation Scholarship
The James E. and Mary Z. Bryan Scholarship Trust
Maude Bunn Scholarship
Ruth Deaton Burnett Scholarship
Susan L. and Susan E. Burnette Scholarship
Craven Allen & Jane Russell Burris Scholarship
Ernest F. Canaday Mathematics Scholarship
Mrs. Earl N. Carr Scholarship
Carroll Sisters First Family Scholarship
Virginia Murchison Carson Scholarship
Charlotte Wester Cate Scholarship
Dr. Z. M. Caveness Scholarship
Centura Banks Teaching Scholarship
Jackie R. Chamblee International Student Scholarship
Helen J. Clancy Memorial Scholarship
Sala M. Clark Scholarship
Class of 1932 Scholarship
Class of 1934 Scholarship
Class of 1936/Fisk-Rose Scholarship
Class of 1938 Scholarship
Class of 1939 Scholarship
Class of 1944 Scholarship
Class of 1945 Scholarship
Class of 1951 Scholarship
Class of 1952 Scholarship
Class of 1953 Heritage Scholarship
Class of 1957 Scholarship
Class of 1964 Scholarship
Class of 1967 Scholarship for International Studies
Class of 1968/Phyllis Edwards Scholarship
Class of 1972 Scholarship
Class of 1990 Scholarship
Class of 1995/Charles A. Davis Scholarship
Edwin S. and Goldie Coates Scholarship
Inabelle Coleman Scholarship
James L. "Hap" Collier Scholarship
Anne Reece Collins Scholarship
Mary Reid Bryan Cone Scholarship
Dr. Jim and Meg Conner Scholarship
Norma Baker Cook Art Scholarship
Dr. Harry E. Cooper Scholarship
Jean Batten Cooper Scholarship
Margaret Grayson Covington Scholarship
Frances Tatum & C. R. Council Scholarship
Beulah Rimmer Craig Scholarship
Craig-Davis Honors Scholarship
Hesta Kitchin Crawford Honors Scholarship
Barham & Bertha Langdon Creech Scholarship
Iris Culler Creech Scholarship
Nell Baker Creech & Hallie W. Baker Scholarship
Roger H. Crook Scholarship
Phyllis Cunningham Scholarship
Anne C. Dahle Scholarship
Katherine Gene Davenport Dapore Scholarship
Eleanor Layfield Davis Art Scholarship
Essie Dale Hunter Dickson Scholarship
Dickinson Scholarship Fund
Beatrice E. Donley Scholarship
Melody Jane Frazier Doster Scholarship
Elizabeth James Dotterer First Family Scholarship
Winnie Dratt 23+ Scholarship
Jesse Ball duPont Endowment Fund
Durham Corporation Education Endowment Fund
Lucille Lawrence Ellis Scholarship
English Leadership Fund
Myrtle Hart Farmer Scholarship
Betty Jo Farrington Scholarship
Farrior Sisters Scholarship
Elizabeth Kendrick Faucette Scholarship
Dr. James Grady Faulk First Family Scholarship
First Title Insurance Company Scholarship
First Union Teaching Fellow Scholarship
Charles Watson & Carolyn Scott Flynt Scholarship
Nancy C. Forbes Scholarship
Foreign Language Scholarship
Formy-Duvall Scholarship
Susan Creech Fowls '76 Music Scholarship
Jane Renn Frazier Scholarship
Claude F. Gaddy Scholarship
Nannie S. Gaddy Scholarship
The Minnie Murchison Gaston Scholarship Endowment
Patricia Howard Gay Scholarship for Chemistry
Katherine Papadakis Georgallis Memorial Scholarship
The Bryant Knowles Ginn Scholarship
Glaxo Wellcome Women in Science Scholarship
Barbara Lyons Goodmon Scholarship
The Goodnight Educational Foundation for Minority Scholarship
Goodwin Girls First Family Scholarship
Goodwin-Loftin First Family Scholarship
Wense & Marion Morris Grabarek Scholarship
Lillie Grandy Scholarships
J. Craig Greene Centennial Art Scholarship
Mae Grimmer Scholarship
Drs. Carolyn and Frank Grubbs Scholarship
Jean Hallman Guion Scholarship
Addie Jones Hall Scholarship
The Reverend Romulus Ferdinand & Bessie Stanton Hall Memorial Scholarship
Fuller B. Hamrick Scholarship
Pauline Olive Hamrick Scholarship
Laura Weatherspoon Harrill Scholarship
Ella Perry Harris Scholarship
Julia Hamlet Harris Scholarship
M. Elizabeth Harris Scholarship
Shearon Harris Scholarship
William Randolph Hearst Endowed Scholarship for Minority Scholars
E. Bruce Heilman Scholarship
Mattie Jenkins Henderson Scholarship

John T. and Rebecca H. Henley Scholarship
Ruth Hilliard Hensley Music Scholarship
General Hugh B. Hester Honors Scholarship
Paula Greene Hester Scholarship
Ella Greenwood Holcomb Scholarship
Ruth Tucker Holleman Scholarship
M. A. Horner Scholarship
Mabel Andrews House Scholarship
Jo Welch Hull Scholarship
Nannie Willis Hunter Scholarship
Catharine Margaret Inez Watkins Isaacs Memorial Scholarship
Catharine Margaret Inez Watkins Isaacs First Family Scholarship
Elbert C. and Gladys P. Jackson Family Scholarship
Catherine McCracken and J. Hayden James III Scholarship
The James Scholarship
Frances P. Jennings Scholarship
Guion Johnson Scholarship
Mary Lynch Johnson Scholarship
Moses S. Jones Scholarship
Dr. Alice B. Keith Scholarship
Katharine Kerr Kendall Scholarship
Ione K. & Thomas B. Knight First Family Scholarship
Ione K. Knight English Travel Award
Kay Lambeth Scholarship
Langley Family Scholarship
William W. Lawrence Scholarship
Ida Belle Ledbetter Scholarship
Lola Marshburn Ledford Scholarship
Carolyn Sperry Leith Scholarship
Rebecca Jean Morris Lewis Scholarship
Robert H. Lewis Scholarship
Margaret Hine Linville Scholarship
Mabel Claire Hoggard Maddrey Scholarship
Mangum Scholarship
Martin Family Scholarship
Gail Newton Martin Scholarship
LeRoy Martin Scholarship
Margaret Craig Martin and Zeno Martin Scholarship
Marie M. Mason Scholarship
Mr. and Mrs. W. H. Matthews Scholarship
Anna Elizabeth Liles Maynard Memorial Scholarship
Gwen & George McCotter First Family Scholarship
Wilma L. McCurdy Memorial Scholarship
Mona Blevins McGilvray Scholarship
Mary Mac Stroud McLean Scholarship
Margaret Mason McManus Scholarship
Deborah S. McNeill Scholarship
Ruby C. & Ernest P. McSwain Scholarship
Memorial Theatre Scholarship
Thomas Meredith Baptist Heritage Scholarship
Charles E. Merrill Scholarship
Everette Miller Teaching Scholarship
Charles S. Mitchell Scholarship
Mull-Jackson-Mellette First Family Scholarship
Jean Johnson Moore Scholarship
Rebecca J. Murray Teaching Scholarship
NationsBank Corporation Teaching Scholarship
Nationwide Insurance Foundation Scholarship
Nationwide Foundation for Minority Scholarship
The Neese Family Scholarship
New Bern First Baptist Church Scholarship
Jennie Reid Newby First Family Scholarship
Nancy Newlin Memorial Scholarship
Sarah Rigdell Nicholson Scholarship
Marguerite Warren Noel First Family Scholarship
North Carolina Baptist Foundation Scholarship
Mary Crawford Norwood Scholarship
Edla Adams Ogburn Scholarship
Dr. Murphy M. Osborne First Family Scholarship
Lois Griswold Outland Art Scholarship
Gladys Blaylock Page First Family Scholarship
Margaret Faucette Parker Music Scholarship
Margaret Weatherspoon Parker Scholarship
Parker-Freeman Scholarship
Elizabeth Fleischman Patrick Scholarship
Cleo & Elwood Perry Honors Scholarship
The Dorothy Singleton Perry Scholarship Endowment Fund
Perry-Harris English Scholarship
Larnette W. Phifer Scholarship
Carolyn Peacock Poole Scholarship
Virginia Branch Pope Scholarship
Ida Poteat Scholarship
Judge Edwin Preston & Dr. Dorothy Preston in Statistics at Meredith College Scholarship
Helen Price/Kappa Nu Sigma Scholarship
Dr. Carlton Sylvester Prickett Scholarship
Progress Energy Scholarship
Thomas P. Pruitt Scholarship
Marianne Nifong Raker Scholarship
Evelyn Hampton Rappaport Scholarship
Oliver Davis Revell Scholarship
Z. Smith Reynolds Foundation Scholarship
Virginia Lancaster Robertson First Family Scholarship
Virginia Lancaster Robertson Scholarship
Eleanor Rodwell Scholarship
Mark Rose Travel Scholarship
Norma V. Rose Memorial Scholarship
Ross Family Scholarship
Royster-Parker Scholarship
Ellen Amanda Rumley Memorial Scholarship
Alice Goodman Satisky and Daniel Satisky Scholarship
Margaret D. Schorger Scholarship
Senter Sisters Scholarhship
Janie Green Shearin First Family Scholarship
Sandra Graham Shelton Scholarship
Louise Shingleton Shivers Scholarship for Creative Writing
Dorothy Hunt Sides Scholarship
Ruth F. Singleton Scholarship
Deborah K. Smith Scholarship for Women in Science
Liz Shelton Smith-Cox Scholarship
Spelman-Crawford Music Scholarship
Lynette Glazener Spencer Scholarship
Stell Sisters Scholarship
Theola R. Stewart Scholarship
Stringfield Scholarship Fund
Marilyn M. Stuber Scholarship
Student Foundation Scholarship
Jane Watkins Sullivan Scholarship
Taylor Family Study Abroad Scholarship
Emma Barber Towler Memorial Scholarship
Martha Nell Tucker Science Scholarship
Myrtle King Turner Scholarship
John Graves Vann & Mary Norwood Vann Scholarship
Lucretia Dean Vick Travel Award Wachovia Scholarship
Elizabeth Tucker Wagoner Scholarship
Irving H. Wainwright First Family Scholarship
Irving H. Wainwright Scholarship
Robbie Hedrick Walker First Family Scholarship
Martha Medlin Wardlaw Scholarship
Marion Fiske Welch Scholarship
The Welton Family Scholarship
Wescott-Daniels Memorial Scholarship
Clara Jewell Spell Westbrook Scholarship
Suzanne Ripley Weston Scholarship
Cecile Ward White Scholarship
Martha McKeel Whitehurst Scholarship
Bobbitt Clay Williams Scholarship
Duvall M. Williams Scholarship
Lena Mae Williams and Lena Stone Williams Music Scholarship
Vida Thompson Williams Scholarship
Ruth C. Wilson Scholarship
Annie C. Womble Scholarship
Clara Young Woodall Scholarship
Erika Suzanne Woodlief Memorial Scholarship
Wyford Scholarship
Lucile Ward Yarbrough Memorial Scholarship

Non-Endowed Scholarships

BD Scholarship
Branch Banking & Trust Teaching Scholarship
Broyhill Scholarship
Coca-Cola First Generation Scholarship
Eli Lilly and Company
First Citizens Bank

A.J. Fletcher Music Scholarships
Golf Tournament Scholarships
Luddy Charitable Foundation, Inc.
Martin Marietta Foundation
Park Foundation Presidential Scholarships
Presser Music Scholarship
UPS Scholarship
Wachovia Foundation
Phyllis Brooks Wainwright Art Scholarship
Lettie Pate Whitehead Scholarships

Additional Scholarships

Additional scholarship opportunities are listed on the web page of the Office of Financial Assistance at **www.meredith.edu/finaid**.

Frequently Asked Questions about Financial Assistance

How can Meredith help my family meet educational costs?

We can offer many solutions. If you have verified financial need, Meredith offers assistance in many forms: grants, scholarships, loans and job earnings. Meredith also offers all students the optional convenience of payment plans that allow you to spread your payments over a period of time. Please visit **www.meredith.edu/finaid** for additional information about financial assistance.

Can I receive more financial assistance at Meredith College than at a less expensive college or university?

Probably. Although your expected family contribution remains the same, your financial need varies according to the cost of the college. In contrast with a public institution, for instance, your eligibility level is higher at Meredith.

How much should I budget?

We know that the cost of attending Meredith includes more than the tuition, room and board paid directly to the College. Other expenses—books, supplies, transportation, clothing and miscellaneous personal expenses—also add to your educational costs. Meredith's estimated costs for the 2007–2008 budgets used in determining need for on-campus residents and for commuting students living with family are as follows:

Direct Costs

	On-Campus	Commuting
Tuition	$22,350	$22,350
Student activity fee	$50	$50
Room and Board	$6,300	—
Total	**$28,700**	**$22,400**

Estimated Expenses

	On-Campus	Commuting
Room and Board	—	$3,600
Books and Supplies	$750	$750
Transportation	$500	$500
Personal Expenses	$1,250	$1,250
Estimated Total	**$31,200**	**$28,500**

Is financial assistance renewed each year through four years of college?

It is not renewed automatically. You must submit the FAFSA each year before the priority deadline and maintain satisfactory academic progress. Each year your award will be based upon the family circumstances that you report.

What if family circumstances change?

Family circumstances change when there are increases or decreases in family income levels which will affect your eligibility for financial assistance each year. For example, a family may borrow against an IRA account (thus raising income and lessening eligibility).

If you are a part-time or an independent student, your educational costs will be figured on an individual basis, using the same approach of allowing for living expenses pertinent to your overall educational costs. Contact the Office of Financial Assistance for an application and further information.

I'm an International student. Can I receive Financial Assistance?

Yes, but it is very limited. It is based on your academic profile and financial need. We require you to submit an International Financial Aid Application and be fully admitted to Meredith College before any financial award can be presented.

Student Life

The quality of student life at Meredith is important to the Meredith community. The college has a strong commitment to a total education that integrates academic and co-curricular experiences to further a student's personal and intellectual growth. Supporting the concept of an enriched student life program, the College provides creative residence life and commuter programs, avenues for developing leadership skills, and opportunities for full participation in campus and community affairs. The College is also celebrated for its integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

Especially exciting about student life at Meredith is the opportunity—and the responsibility — students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in college committees that consider academic programs, instructional matters, and cultural events as well as student life issues and student self-governance. To lend encouragement and support to student life, the College provides a variety of services and trained personnel through the Division of College Programs, including academic advising; admissions; athletics, dean of students; diversity programs; enrollment; financial assistance; residence directors; commuter life; chaplain's services; volunteer services; counseling; health services; residence life; student activities and leadership development; emerging leader seminars; career center; community resources; registrar; first year experience; orientation; international programming; work of the registrar's office; and social, recreational, and cultural events.

Student Orientation

New freshmen students are invited to an Early Advising session during the early summer. At those sessions, students meet with faculty and student advisors, take placement tests, discuss courses for their first semester, and begin their transition into college life and collegiate expectations.

An in-depth and diverse program of orientation for new students and their families takes place before classes start in August and an abbreviated program, for students entering in January. Included in the August orientation program are discussions on various phases of college life, changes in registration, computer orientation and distribution of laptop computers, tours of the library, fitness center orientation, and social events such as picnics and dessert in faculty homes. Through these and other activities, the orientation period provides opportunities for students to meet classmates, faculty advisors, campus leaders, and student development staff. There are also opportunities to identify college officials and their roles and to learn about student services and resources. *The Student Handbook and Activities Calendar* is reviewed to help the new student learn about campus life at Meredith. Orientation sessions continue in small groups throughout the new student's adjustment to college and the community.

Cultural and Social Activities

Believing the cultural and social life of the campus to be crucial to the total development of the student, Meredith incorporates a variety of events into the college calendar. The Convocation Committee, the major events committee, the Wallace Lecture committee, and other sponsoring organizations bring outstanding artists, lecturers, and performers to Meredith to enhance the College's academic program. Among the many such personalities Meredith students have heard in recent years are the late Dr. Alex Haley, author of *Roots*; the Hon. Jimmy Carter, former President of the United States; Dr. Jane Goodall, writer and world authority on primate behavior; former Supreme Court Justice Sandra Day O'Connor; the late syndicated columnist Erma Bombeck; former United States Congresswoman Patricia Schroeder (D-Colorado); the late playwright Wendy Wasserstein; documentarian Rory Kennedy; Nicholas de Torrenté, executive director of Doctors Without Borders; specialist in sustainable design, William McDonough; journalists Judy Woodruff and Bob Edwards; historian Doris Kearns Goodwin; and Nobel laureates Shirin Ebadi, Elie Wiesel and Seamus Heaney.

Touring drama, music, and dance companies such as The Academy Theatre, The National Opera Company, and the Liz Lerman Dance Exchange also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a number of cultural societies in Raleigh bring talent to the area. Also, Meredith has a strong focus on dance instruction and performance, with performances each year by nationally recognized dance artists and other Meredith student, faculty, and guest performances.

Meredith students also perform in the Raleigh area and on tours. The Meredith Chorus, Meredith Chorale, and Encore! appear in concert regularly throughout the college year, and winners of the Meredith Concerto Competition appear with the Raleigh Symphony Orchestra. As an important community outreach of the Meredith Center for Women in the Arts, the Meredith Performs series offers students with interests in music, drama, and dance opportunities to acquire practical experience both in production and on stage.

The art exhibition program brings a dozen or more visual artists to the campus each year. Their work can be viewed in the Frankie G. Weems Art Gallery in the Gaddy-Hamrick Art Center, in the Rotunda Gallery of Johnson Hall, and in the first floor gallery of the Science and Math Building.

The Meredith Entertainment Association brings bands and other entertainers to the Meredith campus. A number of the College's activities sponsored by various student organizations help create Meredith traditions: From the dignity of formal occasions such as the Honor Code Ceremony to the hilarity of Cornhuskin', campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges in Raleigh, Chapel Hill, Durham, Greensboro, and Winston-Salem offers availability to a host of cultural and social activities.

Student Honors

Honors are bestowed in various ways by Meredith in recognition of outstanding achievement. *Kappa Nu Sigma,* founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior year and full members their senior year. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected from the junior and senior classes on the criteria of constructive leadership, service to the College, and academic achievement. Outstanding freshmen are eligible for induction into *Alpha Lambda Delta*, freshman honor society. *Who's Who in American Colleges and Universities* recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List, the Honors Program, and a degree with distinction also recognize academic achievement.

A degree of Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 44.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas include *Alpha Delta Mu* for social work, *Alpha Epsilon Kappa* for religion, *Alpha Kappa Delta* for sociology, *Beta Beta Beta* for biology, *Delta Mu Delta* for business, *Kappa Omicron Nu* for human environmental sciences, *Nu Delta Alpha* for dance, *Phi Alpha Theta* for history, *Pi Delta Phi* for French, *Pi Kappa Lambda* and *Sigma Alpha Iota* for music, *Psi Chi* for psychology, *Sigma Delta Pi* for Spanish, and *Sigma Tau Delta* for English. Students who have achieved academic excellence are recognized for academic achievement and other accomplishments by various departments and clubs, and student leaders who have excelled are recognized in an awards program in the spring.

Student Responsibility

The faith that Meredith places in students as responsible, contributing members of the college community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and co-curricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on many college committees.

Honor System

The Honor System is the clearest example of student responsibility. Founded on the premise that dishonesty has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this violation of responsibility to the attention of that student.

Student Government Association

All students are responsible for the self-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government Association also seeks to involve all students in the academic and social life of the College.

In addition to its president, the leadership of the Student Government Association is composed of the Senate, Honor Council, Student Life Committee, Elections Board, Association of Meredith Commuters, Residence Hall Association, Unity Council and Women in New Goal Settings. An executive committee is composed of the student government president, a secretary, a treasurer, a freshman member-at-large and representatives from each board.

Student Regulations

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of Meredith, student and faculty committees confer with the SGA on matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*, given to all entering students on their matriculation.

Student Life Committee

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith. The committee directs attention and study to the concerns and the well-being of the students and gives consideration to social, cultural, academic, spiritual, recreational, and health needs of the students.

Student Organizations

Student-directed organizations are another means of enriching the Meredith experience. Involvement in these groups provides students with hands-on experience, which can enhance what they learn in the classroom. Students are encouraged to find areas of involvement that are commensurate with their talents, interests, and abilities. Meredith students can choose from more than 90 student organizations in which to participate. Within these organizations students can serve in a variety of leadership positions and gain valuable skills that will be useful in future careers. For example, three college publications are produced by students. *The Herald*, the student newspaper, is published for the purpose of communicating information and voicing student opinion. *The Colton Review,* the campus literary journal, encourages creativity among the students and is published annually. The college yearbook is titled *Oak Leaves* and is published each fall. Information about the College's responsibility for student publications is found in the 2007–2008 *Student Handbook and Activities Calendar.*

Students may choose to join student government, student publications, programming associations, service organizations, classes, clubs within major departments, honor societies, and religious associations. Students are responsible for coordinating many of the service projects, forums, and socials on campus and for the overall effectiveness of these organizations. For more information, contact the Office of Student Activities and Leadership Development at (919) 760-8338.

Religious Life

Office of the Chaplain

As a reflection of Meredith's Christian heritage, the College seeks to reinforce the student's development both intellectually and spiritually. Therefore, the religious life of Meredith is crucial to its overall program.

The College provides several services that affirm the value it places on the religious dimensions of students' lives. One such service is provision of the Christina and Seby Jones Chapel as the primary site of campus worship services. The chapel also offers meeting rooms, a reading room, a meditation room for private worship, and office space for the Chaplain. The Chaplain is available to the college community for conversation or counseling pertaining to religious questions, religious vocations, or personal issues.

The Wednesday worship services are integral to campus life and contribute to the spirit of the community as well as to campus spiritual life. The 10 o'clock hour on Wednesdays is reserved for voluntary worship services. Other important activities in the religious life of the College are the Staley Distinguished Christian Scholar Lecture Series, the Mary Frances Preston Lectures in Biblical Studies and the Mary Stowe Gullick lectures in Christian Ethics. Each of these events brings scholars to the campus to address pertinent matters of faith and to talk with the students and faculty.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA) and the Chaplain. The association seeks representatives of all faiths and denominations to serve on its council. It offers students opportunities for local ministry projects, study groups, programs, recreation, worship, conferences and retreats, and summer missions.

Volunteer Services

The Office of Volunteer Services facilitates and fosters viable collaborative partnerships with Meredith, faculty, students and the broader community. Located in the Office of the Chaplain, the coordinator of Volunteer Services seeks to recognize and celebrate Meredith's volunteer service participants, while identifying, promoting and coordinating service opportunities for the campus community. These service opportunities challenge faculty, staff and students to develop, enhance and practice a personal ethic of volunteer service.

With a strong working relationship between the College and Raleigh's community service agencies and organizations, the Office of Volunteer Services serves as an advisor to the campus Service Council and as a resource for faculty with service learning components in their courses. As director of the MeredithReads program, the coordinator of volunteer services is a liaison to the MotherRead program and is responsible for the recruiting, training and supervising of student volunteer participants.

Meredith students seeking to expand self-understanding and eager to meet the responsibilities and challenges of volunteer service are encouraged to visit the coordinator of Volunteer Services in Jones Chapel.

Recreation

Meredith offers a variety of recreational activities for students. The Weatherspoon Physical Education-Dance Building provides excellent facilities for curricular and co-curricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and two dance studios. The Margaret Weatherspoon Parker Fitness Center is available for use by Meredith students. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a driving range, a soccer field, and a softball diamond. The Meredith Recreation Association coordinates organized intramural activities along with other special recreational events.

Intercollegiate Athletics

Meredith, a member of the USA South Conference, sponsors six intercollegiate sports, including soccer, volleyball, tennis, basketball, cross country and fast-pitch soft-ball. Students may participate on one or more athletic teams. Individuals who wish to try out should contact the coach of the respective sport(s) upon arrival on campus. Note: Fall sports (soccer, cross country and volleyball) begin practice during the week of freshman orientation, so it may be necessary to contact the coach during the summer prior to the beginning of the fall semester.

The Athletic Office, under the supervision of the director of Athletics, administers the organization and activities of the intercollegiate athletic program. Meredith is an active member of the National Collegiate Athletic Association (NCAA) and adheres to its policies and procedures and endeavors to uphold the operational goals of the College.

As a member of NCAA Division III, Meredith offers no athletic scholarships. Enjoyment and love of the sport, as well as team membership, serve as primary motivators for participation. Athletes follow the same academic requirements and standards as other students. To maintain eligibility, they must be in good standing with the institution, be full-time students, and abide by all rules of the NCAA.

Student-athletes will be amateurs in their sport and conduct themselves with integrity and good sportsmanship. Their behavior will, at all times, reflect the high standards of honor and dignity that characterize participation in competitive sports in the collegiate setting. Of primary concern to the intercollegiate athletics program is the welfare of the student-athletes. The athletic program maintains the same high standards required of all College departments and the same commitment to the education and personal development of student-athletes.

Residence

Seven residence halls are available for on-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. All residence halls are air-conditioned. Each room is equipped with cable television, a telephone jack and voice mail. Residents enjoy internet access through wireless technology.

Freshmen will be assigned to Poteat, Heilman or Barefoot, and transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be given to the director of residence life by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to new students in the early part of July.

Upperclass students serving as resident assistants live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their floors. Upperclass students also serve as resident assistants in the other residence halls. Three residence directors live in the freshman residence halls, and two other residence directors live in the upperclass halls.

Campus residence halls are a living/learning environment that provides a supportive community for student development. Students are encouraged to take advantage of the opportunity for building friendships, developing interpersonal and communications skills, and participating in programs and activities that are part of the residential living experience.

- ○ Freshman and sophomore students under the age of 23 must live in the residence halls or reside with their parents, husbands, or (with special permission) another close relative. Freshman and transfer students who enter the College over the age of 21 may apply to live off campus. Housing contracts are for the entire academic year (fall and spring semesters).
- ○ Continuing juniors and seniors with at least a 2.0 GPA may apply to live off campus by a designated deadline, usually in March. Students must have at least 60 hours or have resided four semesters in the residence halls. Transfer students who meet established eligibility requirements as stated on the transfer application for admission may apply as commuting students under the off-campus housing option. Juniors and seniors should note that housing contracts are for the entire academic year (fall and spring semesters).
- ○ Resident students must be enrolled as full-time (at least 12 hours) students while living in the halls. If a student drops below full-time, she will not be eligible to live on campus unless approved by the dean of students.
- ○ Students interested in housing during summer terms must check with the Office of Residence Life for housing options and stipulations.
- ○ On-campus students have the cost of health services and meals in the dining hall included in their payment for room and board. Students who live off campus must pay a health fee in order to receive services from the Health Center. Students who live off campus must pay for any meals eaten in the dining hall.
- ○ Residential policies will be reviewed annually.

Commuter Student Life

Commuter students enjoy a variety of programs planned throughout the year to meet the needs of those who commute to campus each day and to assist them in becoming part of the total campus community. Lounges on the second floor of Cate Center provide space for commuter student rest, study, and relaxation. Cate is a center of commuter student activity and communication; there are commuter workstations, mail pockets, telephones, computers, wireless technology and e-mail access, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar, the Bee Hive, and vending areas of Cate Center. Belk Dining Hall also serves as a convenient source of food for both commuter and resident students.

Health Care

Health care is under the general direction of the director of Health Services. The Health Center is served on a regular basis by a physician, a physician assistant, and registered nurses on duty from 8:30 a.m. to 5:30 p.m. Monday – Thursday and 8:30 a.m. to 5 p.m. on Fridays. All visits are confidential. Most visits are free to resident students except gynecology physicals, which include a fee for services. The college physician has designated office hours in the Health Center when students may see her. Only minor illnesses and emergencies are treated in the Health Center. Major illnesses are referred to specialists located off campus. The Health Services staff seeks to prevent illness by informing students about good health practices.

Counseling

Academic Advising

The College provides guidance to students in the planning of their individual academic programs under the general direction of the Office of Academic Advising located in the Park Center. *See page 35 for further details.*

Career Planning

The Career Center, located on Second Floor Park Center, offers career counseling, educational programs, and resource information to Meredith students and graduates. Trained counselors help students begin the process of self-discovery by identifying their interests, abilities, and values through individual appointments, assessments, and the use of career information. For-credit career planning classes are taught during the academic year. As students declare their majors, the Career Center provides opportunities for gaining relevant work experience through Cooperative Education. Assistance is available in developing resumes, preparing for interviews, locating graduate/professional school information, and discovering job market trends. Services for graduating seniors include specialized workshops, on-campus interviews, and a web-based career system for posting resumes and viewing job openings. Career fairs during the fall and spring semesters provide an opportunity for students to make direct contact with employers. The Center is open from 8 a.m.– 5 p.m., with evening hours available. To schedule an appointment, call 760-8341 or stop by the office.

Counseling Center

The Counseling Center offers individual and group counseling to students with concerns of any kind—social, emotional or academic—with counselors who are degreed and licensed. All counseling services are free and confidential. The Center also works with students with disabilities and their faculty. In addition to counseling services, the Counseling Center offers psychological consultation, and general referral services. The Counseling Center offers eating disorder and depression/ anxiety screening days. During the Fall and Spring semesters the center provides the community with a counselor on call to assist in crisis situations. The counselor on call can be accessed by calling Campus Police at 760-8888. Ultimately, services for acute psychological crises are provided by local hospitals. Students are encouraged to call any time or stop by between 8 a.m. and 5 p.m. Monday—Friday to make an appointment. The Counseling Center is located on the second floor of Carroll Hall.

Disability Services

Disability counselors in the Counseling Center provide, arrange, and coordinate accommodations for students in courses, programs, services, activities, and facilities. The staff maintains disability-related documents, certifies eligibility for services, determines reasonable accommodations and develops plans for the provision of such accommodations for students with disabilities.

Meredith College's goal is to create an accessible community in which people are judged on their abilities, not their disabilities. The staff strives to provide individuals with the tools by which they can better accomplish their educational goals.

In post-secondary settings, it is the student's responsibility to request accommodations, if desired. Students are encouraged to contact the Disability Services office at 760-8427 or **disabilityservices@meredith.edu** for an appointment. It is important to remember that not every student with a disability needs an accommodation. It is equally important to remember that even though two individuals may have the same disability, they may require different accommodations.

Freshman Discovery Series and First-Year Experience Class

All freshmen are expected to attend Freshman Discovery twice during the fall semester. These sessions help students cope with issues that may arise while they are in college. In addition, freshmen are encouraged to enroll in a section of the First-Year Experience class, intended to help each participant make a successful transition to the academic and personal demands of life as a college student.

Student Organizations: Opportunities for Involvement

Meredith College offers a wide variety of clubs, service organizations, and honor societies for students. Membership in some of these clubs is open to all interested students. In others, it is restricted to those students who take certain subjects or meet particular requirements. For more information, contact the Office of Student Activities and Leadership Development.

Student Government Association

Executive Committee
Association of Meredith Commuters
Elections Board
Honor Council (and Review Board)
Residence Hall Association
Senate
Student Life Committee
Unity Council
WINGS (Women in New Goal Settings)

Publications

Publications Board
The Colton Review (literary magazine)
Meredith Herald (newspaper)
Oak Leaves (yearbook)

Programming Associations

Campus Activities Board
Association for Cultural Awareness
Meredith Entertainment Association
Meredith International Association
Meredith Recreation Association

Religious Organizations

Interfaith Council
Association for the Understanding of
Religious Awareness
Campus Crusade for Christ
Catholic Angels
Chi Alpha Christian Fellowship
InterVarsity Christian Fellowship
Meredith Christian Association
Muslim Student Association

Service Organizations

Service Council
Circle K
Meredith College Junior Woman's Club
Philaretian Society

Class Council

Freshman Class
Sophomore Class
Junior Class
Senior Class

Clubs

American Institute of Graphic Arts
American Society of Interior Designers
Angels for the Environment
Artists' Alliance
Barber Science Club
Canaday Math and Computer Science Club
College Democrats
College Republicans
Collegiate Music Educators National
Conference
Colton English Club
Communication Club
Die Reblaus German Club
Disability Support Organization
Extra Theatre Company
Feminist Majority Leadership Alliance
Habitat for Humanity
History and Politics Club
La Societa Italiana Italian Club
La Tertulia Spanish Club
Le Cercle Francais French Club
Mae Grimmer Granddaughters' Club
Meredith Accounting Association
Meredith Advocates for Young Children
Meredith Association of Family
and Consumer Sciences
Meredith Association of Pre-Health
Profession Students
Meredith Fashion Association
Meredith-N-Harmony
Meredith Nutrition and Wellness Club
Model United Nations
Pi Sigma Epsilon
Psychology Club
Social Work Club
Society for Human Resource Management
Spectrum
Sports Science Association
Student-Athlete Advisory Committee
Student Business Advisory Board
Student NC Association of Educators
White Iris Circle

Honor Societies

Alpha Lambda Delta, Alpha Psi Omega, Beta Beta Beta, Delta Mu Delta, Iota Iota Iota, Kappa Nu Sigma, Kappa Omicron Nu, Lambda Pi Eta, Nu Delta Alpha, Phi Alpha, Phi Alpha Theta, Phi Lambda Upsilon, Pi Delta Phi, Pi Kappa Lambda, Pi Mu Epsilon, Pi Sigma Alpha, Psi Chi, Sigma Alpha Iota, Sigma Delta Pi, Sigma Tau Delta, Silver Shield, *Theta Alpha Kappa*

Academics: Policies and Procedures

Overview of Academic Requirements

Meredith College requires that students complete a minimum of 124 semester hours in order to earn a baccalaureate degree. A grade point average of 2.0 or higher must be achieved for all courses attempted, all courses attempted at Meredith and all courses taken at Meredith in the major field. A student's program of study includes 51–67 semester hours of general education courses *(pages 58–59)* and all courses required in at least one major field *(page 57)*. Major field requirements range from 30 to 70 semester hours; some have concentrations, which give focus to the major field. Remaining credit hours may be earned in teaching licensure, a second major, minors, or with elective courses in areas of interest. Both general education and major field requirements for the Bachelor of Music degree are unique to that program *(page 107)*.

This section defines requirements and outlines policies that govern a student's progress toward a degree. *Descriptions and requirements of specific academic programs begin on page 60.*

Types of Degrees

Undergraduate degrees offered by Meredith include the Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, and Bachelor of Music, with majors in the following areas:

Bachelor of Arts

Art Education
Biology
Chemistry
Communication
Dance
Economics
English
Environmental Studies
French
Graphic Design
History
International Studies
Mathematics
Music
Political Science
Psychology
Public History
Religion
Sociology
Spanish
Studio Art
Theatre
Women's Studies

Bachelor of Science

Accounting
Biology
Business Administration
Chemistry
Child Development
Computer Information Systems
Mathematics
Exercise and Sports Science
Family and Consumer Science
Fashion Merchandising and Design
Foods and Nutrition
Interior Design
Computer Science

Bachelor of Social Work

Social Work

Bachelor of Music

Music Performance
Music Education

The Bachelor of Music with a major in performance or music education is a professional degree built on a liberal arts base. This degree prepares the student for a career in teaching or performance. Its requirements differ from those of other Meredith degrees. *See page 107 for a listing of requirements.* Preparation for teaching includes any Meredith major plus teaching licensure offered by the School of Education. *See page 76.*

Second Baccalaureate Degrees

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith or another institution or by a student currently working on her first baccalaureate degree at the college. The following conditions must be fulfilled by the student who wishes to receive a second and different baccalaureate degree:

1. She must meet all the requirements for the second degree.
2. She must comply with a minimum of 31 hours in residence beyond requirements for the first degree.

Generally the same degree will not be awarded twice. However, a student who holds a bachelor's degree from another institution may be awarded the same baccalaureate degree if the following conditions are met:

1. The field of study is different from that of the first degree. This requirement is subject to approval by the vice president for academic programs and the Academic Council.

2. The student has met all Meredith degree requirements, including general education and major requirements.
3. The student has completed a minimum of 31 credit hours at Meredith.

A student working on a second baccalaureate degree shall be classified academically as a senior.

Another option for current or prospective students is a second major or minor. Either of these can be earned by completing the courses and credit hours required. *For admissions requirements and procedures, see page 16.*

Choice of Catalogue

The catalogue for the year in which a student enters Meredith College governs the degree requirements during her period of enrollment. She may elect to follow degree requirements published in that or any subsequent catalogue in force during her period of residence. A student accepted for re-admission to the college after an absence of more than a year will comply with the degree requirements of the catalogue under which she is readmitted or a subsequent catalogue. The student will be considered "in residence" during the semester in which the student withdraws officially from the College or is approved for leave of absence. Exceptions may be necessary in order to conform to standards of outside accrediting agencies. The Meredith College Catalogue does not serve as a contract of any kind except for financial obligations outlined on page 20.

Academic Planning and Advising

Upon entering Meredith, a student is assigned an academic advisor who will work collaboratively with her to plan course schedules and explore her academic goals and interests. Freshmen advisors are well versed in general education requirements and familiar with campus resources and support systems. They can provide detailed curriculum guides for all available majors. Questions about academic advising should be addressed to the Office of Academic Advising at (919) 760-8059.

Although some enter Meredith with a major in mind, students more typically explore a number of options before choosing a direction. First year students usually enroll in general education courses and entry-level courses in fields of interest. During this time they consult with academic advisors and other faculty and staff to create a plan of study.

Once a student declares a major, she is assigned an academic advisor in that field. This advisor will assist the student in planning her course work until graduation. At the end of the junior year, the student and her advisor will conduct a graduation check. Ultimate responsibility for fulfilling graduation requirements rests with the student.

Selecting a Major

A **major** is a program of approved courses and experiences that allows a student to pursue in-depth study in a discipline, or in an interdisciplinary curriculum, in order to advance her knowledge and understanding of the content and tools of that field of study. Established majors described in this catalogue, as well as a contract major option, are available. A major prepares students for graduate study and, in some instances, it may have a career oriented or pre-professional focus. The major field is listed on a student's transcript, along with the degree that is conferred.

A major requires a minimum of 30 semester hours and a maximum of 70 hours (including prerequisite courses). A major may exceed 70 hours for a professional degree or when mandated by an accrediting or licensing agency. At least 35 per cent of the credit hours required for a major must be taken in courses designated by the department as upper level.

A major may also require specific courses outside of the department or school offering the major. In such cases these related courses are considered part of the total hours required for the major.

A **concentration** is an area of specialization within a major designed to focus on a specific content area and/or provide a career-oriented component. Schools and departments offer concentrations when the discipline or field of study is particularly broad and students may wish to develop a significant degree of expertise in a particular area of the major field. A concentration requires a minimum of 18 semester hours and will consist of no more than 50% of the courses which are required for the major except when an accreditation or licensure agency or the professional standards of the discipline mandates a different allocation of those hours. A concentration is listed on the student's official transcript as part of the major field of study, along with the degree conferred.

ENG 090, MAT 090, and 100 level foreign language courses are not considered prerequisites and are not part of the major hours. A major may require (or present as an option) a concentration within the discipline or have a co-requirement of a minor.

A student may complete up to two years of study at Meredith before declaring a major. Although encouraged to explore various options during this time, she should talk with her advisor about course sequences and offerings in her areas of interest. A late declaration of major can put a student behind in some disciplines.

Those wishing to pursue teaching licensure should begin required course work in that area at the beginning of the sophomore year.

Applying for a Contract Major

The contract major option allows the highly focused and motivated student to design a unique course of study. Students wishing to combine course work in several disciplines or pursue a specific topic in depth within or across disciplines may want to consider this option. A grade point average of 2.5 or better is recommended for students who propose a contract major.

There are two types of contract majors:

1. Departmental — Departmental majors include mainly courses within the respective department or school, but may include supporting courses from other disciplines.
2. Interdisciplinary — Interdisciplinary majors, other than those listed among the regular majors, may be pursued by a student through one of the academic departments or schools.

In most cases, a department or school will design these majors according to the following guidelines: **(a)** a minimum of 36 semester hours; **(b)** a unifying theme; **(c)** a core discipline of 18-21 hours and two additional related disciplines or 12 hours from each of three separate disciplines; and **(d)** a three-hour senior project.

All contract majors require a substantial number of upper level courses. Requests for CRC and transfer credit in the contract major will follow Meredith College guidelines. Normally, a contract major must be considered and approved by the Academic Council no later than the junior year. Students who pursue a contract major will be expected to assess how each course taken, as part of the major, serves the purpose of the contract major.

A student interested in this option meets with her advisor(s) to design the contract major proposal for submission to the Academic Council. The contract major proposal must be submitted to the Academic Council using the format outlined on the "Proposal for a Contract Major" form available in the registrar's office. All contract major proposals for the next year must be submitted by the final date for proposals for curriculum changes to Academic Council.

Minors

A **minor** allows a student to pursue an area of interest in addition to her major by completing an approved course program in another academic discipline or related disciplines. Structured minors are available in most departments and schools. In addition, the college offers several interdisciplinary minors. In general, a minor is optional, although certain majors have a co-requirement of a minor as outlined in the major requirements. A minor is listed on the student's official transcript.

A grade point average of 2.0 or higher must be achieved for all courses taken at Meredith in a student's minor. Minors require a minimum of 18 semester hours, with study in upper division courses. Of those hours, 9 semester hours must have been completed at Meredith.

Applying for a Contract Minor

Students may develop and propose a contract minor with the support of a department or school according to the following guidelines: **(a)** contract minors will have a minimum of 18 and a maximum of 24 semester hours; and **(b)** contract minors will be comprised of courses that have a unifying theme. Contract minors are subject to the same procedures for review and approval as contract majors. *(See above)*

Declaring a Major and Minor

A student may declare a major by consulting with the department head or other faculty in her chosen field of study and submitting a Declaration of Major form to the Office of the Registrar. She follows the same procedure for declaring a minor: consulting with the program head or administrator, filing a Declaration of Minor form with the Office of the Registrar.

The Family Educational Rights and Privacy Act

FERPA, the Family Educational Rights and Privacy Act of 1974, is a federal law requiring Meredith College to protect the confidentiality of student educational records. Meredith College has adopted the policies outlined below to comply with the law, to inform students of their privacy rights, and to maintain the protection of student educational records.

Although student educational records are protected, Meredith College is not required to protect information that is classified as "directory" information. Meredith College has the right to release the following directory information without a student's prior consent.

○ Name, address, telephone number, e-mail address
○ Date and place of birth, and country of citizenship
○ Dates of attendance, academic major, degrees and awards received
○ Institutions attended
○ Weights and heights of athletic team members
○ Participation in sports and activities
○ Student photographs

Any student who would like her directory information protected under the same guidelines as educational records should submit a written request to the following offices: the registrar's office for undergraduate students, the graduate office for graduate students and the School of Education for licensure only students. This written request must be submitted to the appropriate office by the 20th classroom day of the Fall or Spring semester. It is not retroactive.

Students have the right under FERPA to inspect and review their education records and to appeal to the appropriate office to have any incorrect information corrected. Student also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by Meredith to comply with the Act.

Registering for Courses

Registration Materials

Registration instructions and class schedules are available from the Registrar's office before a term begins. After a student is registered, schedule changes are handled through the registrar's office.

Shortly after mid-semester, students in good financial standing, and with no holds on their records, may pre-register for the following term. Schedules may be adjusted during the drop/add period — the first five days of the semester.

Course Load and Overloads

The student wishing to graduate in four years should take 15–16 hours per semester. A full-time course load ranges between 12 and 18 hours. Students on probation should read the section on Satisfactory Progress, Retention and Suspension for their course load guidelines. A student who wishes to take a course overload of more than 19 hours must have written permission from the vice president of academic programs. A student seeking overload permission may take no more than 9 hours of half-semester courses.

Advising in the Major Field

Once a student declares a major, she is assigned an academic advisor in that field. This advisor will assist the student in planning her course work until graduation. At the end of the junior year, the student and her advisor will conduct a graduation check. Ultimate responsibility for fulfilling graduation requirements rests with the student.

Dropping and Adding Courses

A drop-add period running for the first five days of each semester offers an opportunity to make adjustments to the class schedule.

Classification

Students are classified by year of study on the following basis:

Classification	Semester hours completed
Freshman	1-25
Sophomore	26-59
Junior	60-89
Senior	90 and above

Credit Options and Restrictions

In addition to credit earned in scheduled courses at Meredith, students have a number of options for earning and transferring course credit and pursuing alternate educational experiences. These options are listed below.

Transfer Credit

Candidates for a degree at Meredith College may transfer credit from colleges offering programs accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association. The candidate will receive credit for the courses acceptable for an undergraduate degree at Meredith for which she has received a grade of "C" or better.

With the exception of physical education and dance activity courses, pass/fail courses accepted for transfer will not count toward major or general education requirements.

Work from other institutions accepted for transfer to Meredith College will be recorded with the name of the institution, the term or terms attended, the course taken (or the Meredith equivalent course if applicable) and the credits earned. No grades earned will be listed on the transcript, and transfer courses will not be considered in the calculations for Latin honors, overall GPA, or major/minor GPA. Transfer credits are recorded in semester hours, and if the credits were earned under a quarter system they will be converted to semester hours.

Students who transfer to Meredith College will be required to complete all general education requirements for graduation. For students who have 60 or more accepted transfer credit hours, the following three allowances will be made in their curricular requirements for general education.

1. CORE 100 is waived.

2. CORE 200 may be fulfilled through the means required of all students. CORE 200 can also be fulfilled by combining a single course from an approved list with a specific CORE 200 final course project. Together the course and the project will fulfill the learning outcomes of CORE 200.

3. The Foreign Language Requirement may be fulfilled through demonstrated competency OR six credit hours in a single language. In the case of other requirements transferred credits will be counted toward general education requirements only with the approval of the Director of General Education. Transferred credits will be counted for requirements of a major or minor only with the approval of the appropriate department head or dean. Likewise, credits earned 10 or more years prior to application will be evaluated under consultation with the department head or appropriate dean.

Advanced Placement Credit

Advanced placement and credit are available to admitted students in approved Meredith programs through several avenues

○ Advanced Placement Examination of The College Board (AP);

○ College-Level Examination Program test (CLEP);

○ International Baccalaureate examination (IB);

○ Meredith College departmental tests; and

○ course credits recommended by the American Council on Education and approved by the Meredith registrar.

Details of Meredith's AP, CLEP and IB policies are listed in the tables on the following pages.

Transcripts of credits may be presented for evaluation as part of an admissions package or, in the case of enrolled students, to the registrar.

Credit Opportunities for High School Advanced Placement Courses

AP Exam	Score	Hours Granted	College Courses Satisfied
Art History	3,4,5	3	Art History Art 221
Art Studio Drawing	3,4,5	3	Studio Art Elective
Art General	3,4,5	3	Studio Art elective
Art 2-D	3,4,5	3	Studio Art elective
Art 3-D	3,4,5	3	Studio Art elective
Biology	3,4,5	4	Biology 101, 141
Chemistry	3	4	Chemistry 111, 141
	4,5	8	Chemistry 111, 141, 112, 142
Computer Science A	3,4,5	3	Computer Science 101
Computer Science AB	3,4,5	6	Computer Science 101, 212
Economics —Macroeconomics	3,4,5	3	Economics 100
Economics—Microeconomics	3,4,5	3	Economics 101
English Language & Composition	3	3	Elective (not general education requirement)
	4,5	3	English elective OR placement in Advanced Composition and credit for English 111
English Literature & Composition	3	3	English elective
	4,5	3	One course in English, American or World Literature
Environmental Science	3,4,5	4	General Elective
French Language	3	3	French 205 or 206
	4,5	6	French 205, 206
French Literature	3	3	1 300-level French literature class
	4,5	6	2 300-level French literature classes
German Language	3	3	German 205 or 206
	4,5	6	German 205, 206
Government & Politics, Comparative	3,4,5	3	Politics 204
Government & Politics, United States	3,4,5	3	Politics 100
History—European	3,4,5	3	History 102
History—United States	3,4,5	3	History 214 or History 215
History—World	4,5	3	History elective credit (also fulfills cultural perspective elective)
Human Geography	3,4,5	3	General Education behavioral and social science elective
Latin/Literature	3	3	1 300-level course
	4,5	6	2 300-level courses
Latin/Vergil	3	3	Latin 205 or 206
	4,5	6	Latin 205, 206
Mathematics—Calculus AB	3,4,5	4	Mathematics 211
Mathematics—Calculus BC	3,4,5	8	Mathematics 211, 212
Music Theory	3,4,5	3	Music 100
Physics B(General)	3	4	Physics 211, 241
	4,5	8	Physics 211, 241, 212, 242
Physics C (Mechanics)	3,4,5	4	Physics 211, 241
Physics C (Electr. and Magnetism)	3,4,5	4	Physics 212, 242
Psychology	3,4,5	3	Psychology 100
Spanish Language	3	3	Spanish 205 or 206
	4,5	6	Spanish 205, 206
Spanish Literature	3	3	1 300-level Spanish literature class
	4,5	6	2 300-level Spanish literature classes
Statistics	3,4,5	3	Mathematics 245

Meredith College International Baccalaureate Policy

IB Subject	Min. Score Accepted	Semester Hours Awarded	Meredith Equivalent
Art/Design Option A (Studio Work) *Subsidiary Level*	5	3	Studio Art elective
Art/Design Option B (Research Workbook) *Subsidiary Level*	5	3	Art elective
Art/Design Option A&B *Higher Level*	5	6	3 credits Studio Art 3 credits Art elective
Biology *Higher Level*	5	4	BIO 101/141
Business & Organization *Higher Level*	5	6	6 hours toward business major
Chemistry *Subsidiary Level*	5	4	CHE 111/141
Chemistry *Higher Level*	5	8	CHE 111/141, CHE 112/142
Classical Languages *Subsidiary Level*	5	3	Aesthetics and Art elective
Classical Languages *Higher Level*	5	6	Aesthetics and Art elective
Computer Science *Higher Level*	5	3	Computer Science elective
Economics *Higher Level*	5	6	ECO 100/101
English (Language A1) *Higher Level*	5	3	Literature elective
Environmental Systems	5	4	Biology elective, Lab science
French *Subsidiary Level*	5	3 after completion of 6 hours at Meredith	
French *Higher Level*	5	6 after completion of 6 hours at Meredith	
Geography *Subsidiary Level*	5	3	Behavioral & Social Science elective
Geography *Higher Level*	5	6	Behavioral & Social Science elective
German *Subsidiary Level*	5	3 after completion of 6 hours at Meredith	
German *Higher Level*	5	6 after completion of 6 hours at Meredith	
History *Higher Level*	5	3	History elective
History of the Islamic World *Higher Level*	5	3	History elective
Information Technology in a Global Society	5	3	Elective towards graduation
Mathematical Methods *Subsidiary or Higher Level*	5	3	Mathematics elective
Mathematics *Higher Level*	5	7	MAT 144, MAT 211
Advanced Mathematics	5	3 or more	See dept. for credit determination
Music *Subsidiary Level*	4	2 or 3	MUS 214 (3), MUS 215 (2)
Music *Higher Level*	5	3	MUS 100
Philosophy *Higher Level*	5	3	Philosophy elective
Physics *Subsidiary Level*	5	4	PHY 211/241
Physics *Higher Level*	4	8	PHY 211/241, PHY212/242
Psychology *Higher Level*	5	3	Psychology elective
Social Anthropology *Higher Level*	4	3	SOC 260
Spanish *Subsidiary Level*	5	3 after completion of 6 hours at Meredith	
Spanish *Higher Level*	5	6 after completion of 6 hours at Meredith	
Theatre Arts *Subsidiary Level*	4	3	THE 114
Theatre Arts *Higher Level*	5	3	THE/ENG 350

College Level Examination Program (CLEP) Examination

CLEP Examination	Min. Score Accepted	Amount of Credit Granted	Equivalent Course(s)
Business			
Accounting, Principles of	50	3	ACC 220
Business Law, Introductory	50	3	BUS 340
Information Systems & Computer Applications	50	3	
Management, Principles of	50	3	BUS 300
Marketing, Principles of	50	3	BUS 360
Foreign Languages			
French, Level 1	50	3	FRE 101
French, Level 2	TBA		
German, Level 1	50	3	GER 101
German, Level 2	TBA		
Spanish, Level 1	50	3	SPA 101
Spanish, Level 2	TBA		
History & Social Sciences			
American Government	50	3	POL 100
Educational Psychology, Introduction to		NONE	
History of the United States I: *Early Colonizations to 1877*	50	3	HIS 214
History of the United States II: *1865 to the Present*	50	3	HIS 215
Human Growth & Development		NONE	
Macroeconomics, Principles of	50	3	ECO 100
Microeconomics, Principles of	50	3	ECO 101
Psychology, Introductory		NONE	
Social Sciences & History	50	3*	
Sociology, Introductory		NONE	
Western Civilization I: *Ancient Near East to 1648*	50	3	HIS 101
Western Civilization II: *1648 to the Present*	50	3	HIS 102
Composition & Literature			
American Literature		NONE	
Analyzing & Interpreting Literature		NONE	
Composition, Freshman		NONE	
English Composition *(with or without essay)*		NONE	
English Literature	50	NONE	
Humanities	50	3*	
Science & Mathematics			
Algebra	50	3	MAT 141
Algebra-Trigonometry	50	3	MAT 144
Biology		NONE	
Chemistry	50	6	CHE 111, 112
Calculus with Elementary Functions	50	3	MAT 211
College Mathematics	50	3*	
Natural Sciences	50	3*	
Trigonometry	50	3	MAT 143

**Student must complete a course at Meredith in the same department or area with a grade of at least a "C "before receiving CLEP credit. When the student has completed the Meredith course, she must write the Office of the Registrar indicating that the course has been completed and requesting that the advanced placement credit be added to her academic record.*

Visitation Credit

A student may elect to study for a single semester at another college or university while retaining her status as a Meredith student. This arrangement allows her to return to Meredith the following semester without having to apply for re-admission. Applications for this option are available in the Office of the Registrar. These arrangements must be completed before the student begins her study at another institution.

Cooperating Raleigh Colleges

Meredith, Peace, and Saint Augustine's Colleges, and North Carolina State and Shaw Universities form a consortium through which they provide their collective educational resources to students at each of the five institutions. Under this agreement full-time Meredith students may take collegiate-level courses at any of the other campuses in the consortium. These courses are used for general enrichment, to strengthen particular majors, to enhance career training, and, in certain situations, to earn an additional major or degree. Web-based and video courses at North Carolina State University are not included under the CRC agreement.

A student may take up to three courses per year during the fall and spring semesters through the CRC agreement. She may not take courses available at Meredith, except in unusual circumstances. The approval process begins with the student's academic advisor and requires approval from the head of the respective department or school. A CRC Application form is available in the Office of the Registrar. Approval is subject to space availability, as determined by the host institution.

Academic Council receives written appeals from students whose requests have not been approved under the stated process.

Special Studies

A student may expand her curriculum beyond the courses in the catalogue by using several options available under the Special Studies Program. Special studies courses may be proposed by students or faculty. They require approval by the head of the department or school which grants the credit as well as the School Dean for the department. Up to four credit hours may be earned in a special studies course, and the option may be pursued on multiple occasions. Options are listed below, accompanied by their course numbers. The course prefix is that of the sponsoring academic program:

INDEPENDENT STUDY (910)

○ A program of study involving a minimum of guidance and allowing truly autonomous study.

DIRECTED INDIVIDUAL STUDY (920)

○ An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance is provided by the instructor.

COMMUNITY INTERNSHIP (930)

○ An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

GROUP STUDY (940-949)

○ A course on special topic which is not already offered in the curriculum. Approval is granted on a one-semester basis.

With the exception of group study, which is listed in the schedule of courses, the special studies options listed above require a Special Studies form, available in the Office of the Registrar. The completed form must be submitted to the registrar's office by the end of the drop/add period.

Special studies courses may be designated Pass/Fail by those responsible for approving them. A student may elect these in addition to her P/F options *(see page 45).*

Undergraduate Research Courses

Academic credit for undergraduate research may be earned in several departments in the following categories:

299 Introduction to Research — Open to freshmen and sophomores who have an interest in the indicated discipline and who would like to work with a faculty member on a project involving research in the discipline. May be repeated up to a total of 6 semester hours.

498 Honors Thesis — Open to seniors in the Honors Program and/or Teaching Fellows Program who will formulate and execute an original research project at an advanced level. Maximum credit provided is 4 semester hours.

499 Research — Open to junior and senior majors or others by permission. For students who have an interest in working with a faculty member on an original research project at an advanced level. May be repeated up to a total of 6 semester hours.

Through involvement in the Undergraduate Research Program, students at Meredith:

○ Mature in their research endeavors during their undergraduate studies.

○ Exhibit competence in the modes of inquiry typical of their chosen disciplines.

○ Grow in their confidence as skilled researchers and analytical thinkers.

Undergraduate research courses are governed by the following guidelines and procedures:

The numbers 299, 498 and 499 are reserved for research courses at the undergraduate level in each department and discipline. These numbers will not be used by other course offerings.

Each course numbered 299, 498 or 499 can provide up to a maximum of 4 semester hours of credit.

Courses numbered 299 or 499 may be repeated for credit. However, students registering for 299 and/or 499 may receive no more than a maximum total of 6 semester hours of credit toward graduation for each 299 and 499.

Students may receive no more than a maximum total of 12 semester hours of credit toward graduation in courses numbered 299, 498 and 499.

Students registering for 299, 498 and 499 courses are required to fill out a form providing information in their research projects available in each department office and in the registrar's office. The completed forms will be maintained in the Office of the Registrar.

Courses labeled 299, 498 and 499 may only be taken for a letter grade.

The total amount of credit will vary for each research project depending on the nature of the work, the research project, and the amount of time spent on the research. A minimum of 3 hours of research work each week per semester hour of credit is a requirement.

Summer Study

Meredith conducts a summer session in which courses are generally taught over a three-week term, with a student taking only one course per term. In addition, some courses are taught for six weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty advisor or the Office of the Registrar. She secures for specific courses written approval of her advisor, and the registrar. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

Meredith degree candidates taking courses at another institution must make a grade of "C" or better for the course to transfer to Meredith.

Correspondence Credit

A maximum of six credit hours may be allowed for correspondence courses on which a grade of C or higher is earned. Written permission must be granted by the student's advisor, and the registrar.

Credit for Extra-Institutional Instruction

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may wish to seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department or school head to decide upon any credit given. In some cases, departmental or school examinations will be used for determining the maximum amount that may be awarded for extra-institutional instruction. To apply for credit, the student should contact the Office of the Registrar.

Residence Credit Requirements

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who plans to study abroad in her senior year, completing 15 of her last 30 hours at Meredith will suffice if approved by the International Studies Committee. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the inter-institutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A transfer student from a regionally accredited institution must complete at least 31 hours at Meredith. If a transfer student enters from a two-year institution, she must complete at least 58 hours from accredited four-year institutions.

A student who has a bachelor's degree from another institution and wishes to receive professional licensure at Meredith in teacher education or social work must complete 31 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in her major, subject to the approval of the department or school. A student transferring with senior classification will be expected to take at Meredith at least 9 hours in her major, subject to the approval of the department or school.

Credit in Music

Of the 124 hours required for graduation, no more than 4 may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. *(See pages 165–166 for list of ensemble courses.)*

Credit in Physical Education and Dance

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education and/or dance activity courses. Exceptions to the maximum of eight hours are made for students majoring or minoring in Exercise & Sports Science or Dance, and must be approved by the head of the Department of Health and Physical Education and by the Vice President for Academic Programs or the Registrar. When the general education/physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

Cooperative Education

Cooperative education offers sophomore, junior, and senior students the opportunity to relate their classroom learning to work experience. Through supervised career-related employment, participants explore careers, integrate theory with practice, and examine future job opportunities. Employment with cooperating companies and agencies is coordinated and approved by the Meredith Career Center. Participants complete both work and academic assignments for evaluation. One to four hours of academic credit may be earned for each work experience. Up to eight hours of cooperative education credit may be applied to the 124 hours required for graduation.

Auditing Courses

Auditing is an arrangement under which a student participates in but does not earn credit for a course. Audits may be arranged on the first meeting day of the course. Forms are available in the Office of the Registrar.

Full-time degree students may audit a course upon the approval of the course instructor and the registrar. The course becomes part of the student's course load and is listed on her permanent record.

A course must be designated for audit within the first 20 days of the semester. Any audited course may be dropped in the same manner as other courses. If the student withdraws from the audited course or does not satisfy the instructor's stated expectations for the audit, the grade of NA will be given.

Repeated Courses

A student may repeat a course she has taken at Meredith in order to improve her grade. She should do so in the semester following the first attempt or as soon as the course is offered again. If she repeats the course at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat a Meredith course at another college; grades for courses repeated elsewhere will not improve the Meredith quality point ratio.

Corequisites

A corequisite is a supplementary component of a course. Examples include laboratories or practica requirements. Corequisites are listed in the course schedule book. The student must register for corequisites concurrently with the course registration and complete all requirements of each in order to fulfill the graduation requirements of the college. If the student fails either component of the corequisite, she must retake only the one she did not pass. If the student drops either component during the drop/add period, she must drop both components.

Developmental/Remedial Courses

Developmental or remedial courses are offered in some subject areas for students needing additional preparation for college-level work. These courses are numbered lower than 100, are taught for pass/fail grading and do not count in the credit hours earned toward graduation. Developmental/remedial courses are included in a student's semester load, but they do not count in her overall or Meredith average, and they are not included in hours counted for Dean's List. These rules do not apply to applied music (MUA) courses numbered lower than 100, which are taught for credit and do count as hours earned toward graduation, nor to LEG classes which are part of the Paralegal Program and do not carry credit.

Academic Recognition and Graduation

Dean's List

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.5 grade point average appear on the list. To qualify for this honor, students must have completed at least 12 credit hours during the semester, including courses at other Cooperating Raleigh Colleges. An F or I grade disqualifies a student for the Dean's List for that semester.

Graduation

Students may graduate in May, August, or December. Seniors who expect to graduate must register their intention in the Office of the Registrar. Those who plan to graduate in May or August must file by December 1; December graduates file by May 1. Students who plan to complete work at Cooperating Raleigh Colleges in the semester of the desired commencement program must indicate this plan when they file for graduation.

Graduation with Distinction

The degree of Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

Graduation with distinction is based on achieving the following grade point averages for all work counted toward graduation: 3.5—cum laude; 3.7—magna cum laude; 3.9—summa cum laude. Students must have a minimum of 62 hours earned at Meredith College to earn distinction.

Commencement

A formal commencement program recognizes those who are receiving a degree from the college. Formal commencement programs are held in May and December; students may participate in only one program for each degree they receive. Only persons who fully meet the requirements for graduation will receive diplomas at a commencement program. Participation in a commencement program (May or December) is open to the following:

- students who have completed the requirements for graduation in the semester prior to graduation (e.g., in December for a May ceremony). August graduates may participate in December or May programs.
- students who have completed the requirements for graduation in the semester of the graduation ceremony.
- students whose graduation registration indicates work at Cooperating Raleigh Colleges is in progress and who will have completed all requirements in the semester of the graduation ceremony. These students will receive only a diploma cover during the ceremony. The diploma will be sent after receipt of official transcript showing successful completion of all course work.

Grading System

A student earns one official semester grade for each course; it may be a letter grade or a pass/fail designation. The course syllabus provides a statement of how the grade is determined, i.e., the assignments and relative weight of each. Although every course and field of study present unique challenges in assessing student performance, instructors refer to the following statements of interpretation when assigning grades.

Letter Grades

A	Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements.
B	Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
C	Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
D	Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
P	Passing of a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.
F	Failure which may not be made up by re-examination.
I	The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.
N	An interim grade assigned when there is no report by the instructor.
Z	An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.
W	The student withdrew from the course during the withdrawal period which ends two weeks after mid-semester. (For courses lasting less than a full semester, the end of the withdrawal period will be determined by using the same proportion of the shorter period of time, to be determined by the registrar.) After the withdrawal period a W grade will be given only upon medical or emergency withdrawal.
AU	The student completed a satisfactory audit.
NA	The student did not complete a satisfactory audit.
T	Transfer course.
TR	Consortium course taken through the Cooperating Raleigh Colleges (CRC).
NT	Consortium course taken but not transferable through the CRC.

Pass/Fail Grading

The pass/fail option encourages a student to explore unfamiliar subject matter without serious risk to her grade point average. Course content and requirements for pass/fail registrants are the same as those for students earning letter grades. A grade of P indicates that the student has achieved at least minimal passing performance in the course.

Some courses are taught only for pass/fail grading. These include all physical education and dance activity courses taken for credit toward fulfillment of general education requirements. (Additional activity courses may be assigned letter grades.). Courses designated Pass/Fail Only are excluded from the following Pass/Fail restrictions:

1. A student may elect to take a total of two courses for pass/fail grading. These courses must be taken during her junior year and/or senior year and may not include any course required for her major, minor, licensure, or general education (See Item 4 below.) However, with the department or school's permission, a student may elect to take a seminar in her major for pass/fail grading.
2. Only one such course may be elected during a single semester.
3. A department or school may choose to offer courses for pass/fail grading. These courses will not count as one of the student's two elected pass/fail courses.
4. Physical education and dance activity courses taken for general credit are graded pass/fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass/fail in addition to other pass/fail options.
5. Licensure-only students must take all courses required for licensure (except those offered only as pass/fail) for a grade.

Some departments and majors choose to restrict pass/fail options for seminar courses. Students transferring into a new major will face reassessment of pass/fail credit. Only one course previously taken as pass/fail will apply to the major requirements; others taken pass/fail will be forfeited.

Students designate pass/fail courses at the time of registration. Changes in grade options must be made within the first 20 days of the semester. A passing grade in a pass/fail course indicates that the student has performed at the level of D or better. If a P is earned, the credit hours do not count in the total hours attempted. If an F is earned, the credit hours are counted in the hours attempted.

Class Attendance

Class attendance is essential to success in a course. Students are expected to prepare for and attend each class meeting, including conferences and other academic appointments, and to participate fully in the learning process. Instructors may include class attendance in the calculation of the course grade. The effect of class attendance on the grade will be clearly specified in writing by the instructor at the beginning of the course.

Grade Reports

A grade report is issued to the student on-line shortly after the end of the semester. The student may request a written copy with a written request to the Office of the Registrar. These requests will be processed as transcript requests.

Quality Point Ratio

The grade report provides a semester quality point ratio and an overall quality point ratio. These averages are calculated by assigning the following numbers to letter grades: A=4, B=3, C=2, D=1. Quality point ratios are calculated by dividing the number of quality points earned by the number of semester hours attempted. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio. For courses taken on a pass/fail basis, a P will not be counted as hours attempted, but an F grade will be calculated in the hours attempted figure.

Grade Appeals

Students should address questions about specific course grades to the instructor of the course. If the questions are not clarified, the student should consult with the department head. Should further information be required, the matter should be reported to the vice president for academic programs.

Satisfactory Progress, Probation, and Suspension

To continue enrollment at the College, all undergraduate degree candidates are expected to maintain satisfactory progress toward graduation.

Satisfactory Progress

Satisfactory progress means maintaining, for each semester, the following minimal quality point ratio:

Total Hours Attempted	Minimum Expected Meredith QPR
1–16	1.500
17–25	1.700
26–59	1.800
60–89	1.900
90 and above	2.000

Academic Probation

When a student fails to achieve minimum progress, she will be placed on academic probation for the following semester. A student on probation must conform to the following guidelines the next semester in which she is enrolled:

A student on Academic Probation will be required to:

- ○ Register for no more than 14 hours
- ○ Enroll in ENG 111 if her general education composition requirement has not been met
- ○ Repeat courses in which a D or F was earned
- ○ Complete an academic success workshop and Contract for Academic Improvement followed by a meeting with an Advisor in the Office of Academic Advising. These meetings must occur within the first month of classes.

Failure to satisfy all of these requirements will result in a delay of future class registration until the student has presented detailed plans for correcting her academic deficiencies to the Director of Academic Advising.

A student on academic probation will not be approved to take summer course work at another college or university. She has the right to file an appeal of this policy in writing with the Registrar.

Suspension

A student on academic probation who does not meet the minimum Meredith quality point ratio at the conclusion of the spring semester will be suspended for the following fall semester. This student will be allowed to make up deficiencies at Meredith during the summer sessions. If her summer work does not raise her Meredith QPR to the minimum standard established for retention (see chart), she will be suspended for one semester.

A suspended student may apply for re-admission and, if readmitted, re-enroll for any subsequent semester if space is available. A re-admitted student is on probation and must raise her Meredith QPR to the minimum standard outlined in the above chart. However, a re-admitted student who makes at least a 2.0 semester QPR during her first semester back will be allowed one additional semester to achieve the required Meredith QPR.

The student has the right to appeal the academic suspension. She must appeal in writing to the registrar within 10 days of receipt of the notice of suspension. A standing retention committee will hear the appeal. Appeal application forms are available from the registrar. If a student is on academic probation after one or more consecutive semesters of being off, she will be subject to the rules which apply to a first-time probation student.

Leave of Absence

A currently-enrolled student may request from the registrar a leave of absence for up to one year without having to apply for re-admission as long as she is in good academic, social, and financial standing at Meredith and has turned in her Meredith laptop computer and all of its associated equipment. Students receiving financial assistance should confer with the Financial Assistance office before applying for a leave. Except in an emergency situation, the leave of absence must be requested in writing prior to departure from the College and no later than the last day of classes if she does not plan to complete her current semester.

If a student should decide to take college work elsewhere while on a leave, she must apply for visitation credit through the Office of the Registrar at Meredith. A student on leave of absence who does not re-enroll within the allotted leave time will be officially withdrawn from the College. After any withdrawal or non-compliance with the leave policy, a student must follow the re-admission procedure.

A student is in good academic standing if she will not be on academic probation at the end of the term in which she applied for the leave of absence. She is in good social standing if she is not on social probation and if there is no honor council case pending that would involve probation, suspension, or expulsion. To be in good financial standing, a student must have paid all tuition, fees, and other charges in the accounting office, and returned her laptop if she was given one when admitted.

A student forfeits her right to any adjustment to her tuition account if she does not apply for a leave of absence within 60 days of her last day of class attendance.

Withdrawal

Students who leave the college without completing their academic program may be granted an honorable dismissal and appropriate financial adjustments by following the college's withdrawal procedure. Withdrawal is processed by the following offices:

Undergraduates who entered through the Office of Admissions	Dean of Students Office
23+ undergraduates	23+ Office
Licensure only students	School of Education
Other students	Office of the Registrar

Students must withdraw within 60 days of last class attendance or no later than the last day of class of the last semester enrolled.

Academic Records

The Office of the Registrar serves as the repository of academic records for the college.

Enrollment Verification

Students may request enrollment verification by contacting the Student Clearinghouse. They can be reached at (703) 742-4200 from 8:30 am until 5:15 pm EST, by fax at (703) 742-7792, by email to service@studentclearinghouse.org, or on the Web at **www.studentclearinghouse.org.**

Transcripts

Transcript requests must be made in writing by the student to the Office of the Registrar, Meredith College, 3800 Hillsborough St, Raleigh, NC 27607. The graduation and lifetime transcript fee allows up to ten transcripts per order, with an additional $5.00 charge per additional transcript.

Name and Address Changes

Name and address changes should be reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

Academic Enhancements

Academic programs and majors at Meredith are enhanced by a number of experiences, resources, and specialized programs which reflect both tradition and change. Students are encouraged to enrich their course of study by taking advantage of the options most suited to their goals, strengths, and aspirations.

Undergraduate Research

Faculty/student research partnerships and the nurturing of individual talents have defined the Meredith educational experience since the founding of the college. In recent years expanded resources and support have become available for research and creative endeavors across the curriculum. The Office of Undergraduate Research sponsors projects and events that profile student achievement and extend opportunities for students in specific careers and graduate study. Students in all areas are encouraged to present their work at conferences, submit to undergraduate research publications, and participate in the annual Celebrating Student Achievement event on campus.

Students in all academic programs may earn course credit for approved research work. Academic advisors and faculty who share a student's interest can offer further information and guidance.

Service-Learning

Service-learning is a partnership engaging Meredith students, faculty, staff and diverse communities by integrating into academic curriculum intentional service opportunities that respond to community needs. Service-learning aims to benefit students' education, further faculty research and teaching, cultivate civic responsibility and life-long learning, and foster community-campus collaborations.

Through service-learning students learn course concepts and theories in a powerful, experiential manner. Additionally, service-learning and critical reflection promotes critical analysis of complex social problems, cultivation of participatory skills necessary for engaging in a diverse democracy, and development an ethic of social justice. Opportunities range from a one-time service experience within a course to more fully integrated service-learning courses designated as "SL" enhanced. "SL" courses fulfill the Experiential Learning requirement for graduation.

Study Abroad

As American life is increasingly touched by cultures beyond our borders, global understanding and skills become not extras but necessities. The Meredith study abroad program exists to enable students to:

○ Acquire new knowledge of themselves and of the world – both general and discipline specific, ideally including learning another language.

○ Gain cross-cultural skills and awarenesses, including increased knowledge of themselves as cultural beings.

○ Develop some of the skills and dispositions essential to global citizenship, e.g. become interested in and informed about world affairs, curious about and supportive of international visitors to the U.S., and keen to travel to experience new cultures.

○ Affirm diversity, tolerate ambiguity, and refuse to make assumptions about people from other cultures.

○ Be able to make cogent observations about social and political institutions, about the values of the citizens, and about both the arts and artifacts created by those cultures.

Summer Abroad Opportunities—Annual Summer Opportunities

MEREDITH ABROAD IN ITALY, SWITZERLAND AND ENGLAND

Each summer the College offers a course of study in selected foreign countries (currently Italy, Switzerland and England) enabling a student to earn 12 semester hours of college credit at approximately the same cost as a semester on campus. The curriculum changes each summer. Both general education courses and upper-division courses are regularly offered. Many disciplines also provide special studies options. Students may elect to do either the continental or UK portion of the program — or both.

MEREDITH ABROAD IN SANTIAGO DE COMPOSTELA, SPAIN

Each summer the department offers a Spanish language and culture program in Santiago de Compostela. Students take two courses, living with local families while they study and learn.

MEREDITH FASHION ABROAD IN PARIS, FRANCE

Each summer fashion merchandising and design students can study at Paris American Academy, learning from leaders in the field about every aspect of the fashion industry.

Meredith Abroad — Special Summer Opportunities

Short-term international studies programs are offered regularly in various disciplines.

In the past, the Department of Biology has sponsored programs in arctic Russia, Belize and Costa Rica; the Department of History and Political Science, a program in China; and the School of Education, a program in New Zealand; and the Department of Sociology and Social Work, a program in Sri Lanka. The School of Business has sponsored programs in the United Kingdom as well as Denmark. Both Denmark's International Study Program and the School for Field Studies (see below) offer summer programs. Meredith students also study abroad on individually-tailored programs — recently to South Africa, Guatemala, Australia, Greece, France, Turks and Caicos, Jordan, Puerto Rico, Ecuador, Chile, and Costa Rica.

Semester and Year Abroad Opportunities

SEMESTER/YEAR IN U.K., IRELAND, AUSTRALIA, AND NEW ZEALAND

Meredith students regularly study in universities in England, Ireland, Scotland, Australia and New Zealand. Recent U.K. locales include Aberdeen, Bristol, Edinburgh, London, and Nottingham. Dublin is our principal Irish site. New South Wales attracts most Meredith students who study in Australia.

SEMESTER/YEAR IN MADRID, SPAIN

Advanced Spanish students may apply for study at the Universitas Nebrissensis in Madrid, Spain, through the Department of Foreign Languages and Literatures.

SEMESTER/YEAR IN ANGERS, FRANCE.

Advanced French students may apply for study at the Universite Catholique de l'Ouest in Angers, France, through the Department of Foreign Languages and Literatures.

SEMESTER/YEAR IN HONG KONG

Meredith is a partner institution of Hong Kong Baptist University, a premier institution. Appropriate for most majors, this university provides an ideal setting for international business majors.

SEMESTER/YEAR IN PEOPLE'S REPUBLIC OF CHINA

Meredith is a member of SASASAAS, a consortium that sends students to China each semester to study Chinese language and culture.

SEMESTER/YEAR WITH THE SCHOOL FOR FIELD STUDIES

Meredith's affiliation with the School for Field Studies allows interested students to do original research in environmental studies in the Caribbean, Costa Rica, Australia, Kenya, and Mexico.

SEMESTER/YEAR AT ST. CLARE'S IN OXFORD

St. Clare's Liberal Arts Program serves well Meredith students wishing a challenging program featuring small classes in a rich locale. Prospective teachers may do an internship.

SEMESTER/YEAR IN COPENHAGEN

Meredith's partnership with Denmark's International Study Program allows students of child development, education, interior design, and business to study in a cutting edge program.

SEMESTER/YEAR IN NOGALES, MEXICO AND TUCSON, ARIZONA

BorderLinks provides students with a unique opportunity to study the Border that separates and connects Mexico and the United States. Students study Spanish, theology, Mexican history, art and culture in this program, which provides the opportunity for homestays in Nogales.

INDIVIDUALLY-TAILORED SEMESTERS

The director of Study Abroad works individually with students interested in studying in countries in which we do not have programs. Meredith students have recently enrolled in universities in Argentina, Australia, Costa Rica, Germany, Greece, India, Italy, Japan, Kenya, the Netherlands, New Zealand, Russia, Spain, and South Africa.

Meredith Art Travel/Study Programs — Abroad and at Home

Each summer the Art Department offers a travel/study opportunity. Destinations include Italy, the Southwestern United States, and various other locations that offer a rich, visual art environment.

Off-Campus Programs

Drew University United Nations or London Program

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as many as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History and Political Science.

American University

Through an arrangement with American University in Washington, D.C., students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of International Relations and American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History and Political Science.

Marymount Manhattan College

Through an arrangement with Marymount Manhattan College in New York City, qualified students may visit this college for one year or one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her advisor. Further information concerning the Marymount program may be obtained from the Director of International Studies.

The Honors Program

Gifted, ambitious students find challenge and community in the Meredith College Honors Program. The college actively recruits honors students and offers the rigorous and relevant academic experiences that such students expect. Through common course work and individualized study and research, honors students acquire a superior intellectual foundation as they explore subject areas of interest.

Honors students are assigned to academic advisors well acquainted with the program and its requirements. Honors students' work is often featured in research presentations on campus, and they participate in numerous off-campus cultural events and weekend honors trips. Upon graduation those who complete the program's requirements are recognized as Honors Scholars.

Accomplished applicants are invited to apply to the Honors Program at the time of admission to the College. A small number of students with outstanding academic performance in the fall semester are also invited to participate in the program. Interested students — traditional, transfer, and 23+ — should contact the honors director.

The Honors Curriculum

The four-year honors curriculum of 28 credit hours represents about one-fourth of the total number of hours required of all students for graduation at Meredith. The curriculum, which is designed to fit well with a student's general education and major requirements, includes courses that expose the student to the

Honor Requirement	Credits	Description/Comments
Honors writing course	3	Taken in first year; builds community as well as writing skills of honors students. Fulfills ENG111 requirement. Met through Honors section of ENG 111 or, with permission, through ENG 358.
Honors laboratory science	4	Taken in first year; courses available in biology, chemistry, physics. Fulfills scientific literacy credit.
Honors colloquia	6	Interdisciplinary, team-taught explorations of a topic. Will meet general education fields of knowledge requirements.
Honors in the major field	6	May be fulfilled with honors courses, contractual work for honors credit in regular courses, or independent study.
Honors electives	6	Reflect student interests, may include honors courses, colloquia, general education courses, contract work in regular courses, or independent study. May count toward general education. Participation in approved study abroad experience may be contracted for three of the six hours. Contracts must be approved by the Honors director prior to departure.
Honors thesis	3	Senior level project appropriate to major discipline (written thesis, laboratory research, performance). Should reflect scope of intellectual development.

breadth of human knowledge as well as in-depth study in selected fields. Meredith faculty highly regard teaching honors courses and consider it an opportunity to develop especially innovative learning experiences. Honors courses reflect the highest accomplishment in research, creativity and thought at the college. The program includes the following components: *(See table, previous page.)*

A successful graduate of the Meredith College Honors Program will…

- Expand the intellectual depth and rigor of her academic program by challenging herself to delve deeper into course content both within her chosen discipline and across her general education curriculum.
- Develop an appreciation for culture and a disposition toward civic engagement through participation in cultural enrichment, travel and service.
- Demonstrate the ability to conceive, plan and execute a high-quality research and/or creative project in the context of her chosen discipline and/or integrated across multiple disciplines.

Satisfactory Progress in Honors

Honors students typically begin their program of study with the honors writing course, honors laboratory science and an honors general education elective. Students progress through the curriculum engaging in honors work each year, including two interdisciplinary colloquia and honors work within the academic major. The program of study culminates with a thesis project and presentation. Retention in the program requires a minimum grade point average of 3.250. Students who complete all honors requirements are recognized at graduation as Honors Scholars. The student's transcript reflects this distinction and notes each honors course completed.

Teaching Fellows Program

"The Meredith Teaching Fellows Program will instill a sense of mission, service, and professionalism as we educate women to excel as model teachers and future leaders in North Carolina's public schools."

The goals of the Meredith College Program are the same as those of the North Carolina Teaching Fellows Program:

- To provide an academically and culturally enriched preparation program that extends beyond the regular college program
- To provide opportunities and experiences that encourage the development of leaders and decision makers
- To provide opportunities for building an understanding of education's place in a greater social context
- To instill a sense of mission, service, and professionalism in Teaching Fellows
- To improve the image of Teacher Education candidates and programs campus-wide
- To recruit and retain greater numbers of minority teacher candidates in North Carolina

Learning Outcomes: After completion of the Teaching Fellows Program, Meredith Teaching Fellows will:

- Embrace a sense of mission, service and professionalism through service-learning, classroom volunteerism and training in preparation for classroom teaching.
- Respond socially and ethically to a diverse society and global community in preparation for inclusive teaching.
- Develop leadership skills and decision making skills in preparation for reflective practice and classroom teaching.
- Exhibit an appreciation for an academically and culturally enriched preservice program in preparation for classroom teaching.

Students selected as a Meredith Teaching Fellow enjoy these unique components:

- International Study and Travel Abroad experiences
- Monthly seminars designed around current topics in education
- Focus on Excellence cultural and social events
- Desirable two year internships in one of the nation's leading school systems
- Service-learning opportunities
- NC Teaching Licensure choices in Birth through Kindergarten, Elementary K-6, Middle Grades 6-9 and Secondary 9-12, and Specialized K-12 Certification in English as a Second Language, French, Spanish, Art, Music, Dance, Theater, Family and Consumer Sciences and Physical Education
- Our Technology Laptop Initiative which provides a laptop for every Fellow
- An Honors Core of 15–17 Semester hours including an Honor's Thesis

All Teaching Fellows are required to complete a minimum of 15–17 semester credit hours honors work as detailed below. This requirement includes passing a foundational honors course with a "C" or better during the freshmen year. Those Fellows who are selected for the Meredith College Honors Program must also follow the prescribed honors curriculum. Students are asked to work carefully with their advisor to schedule a planned course of study which allows completion of the Honors Thesis prior to the semester of student teaching.

Suggested Year	**Course Options**	**Hours**
Freshmen	Should take one of the following:	3-5
	○ Honors Biology 101 & Biology 141 Honors lab	
	○ Honors Chemistry 111 and 141	
	○ Honors English 111	
	○ Honors Math 245 A Statistics (spring odd years)	
	○ Math 211, 212, or 314 with Honors lab 290	
Sophomore or Junior Year		
	○ Honors Education (Choice of Education 232 or 234)	3
	○ Colloquium (Strongly Recommended) or	3
	○ Honors Elective	
Junior or Senior Year		
	○ Honors in Major	3
	○ Honors Thesis *	3
Total Hours Honors Credit		**15–17**

* The **honors experience** for our Teaching Fellows will culminate in the Senior Year. Information regarding Thesis guidelines and related forms may be found on the College Honors website: **www.meredith.edu/honors.** Fellows will not be allowed to enroll in any Thesis coursework during the internship semester.

Please note: Students are selected for the award through a statewide competition coordinated by the North Carolina Teaching Fellows Commission. The Commission requires that freshmen recipients of the scholarship reside on campus their first year. Students are housed with other Honors and Fellows for two consecutive semesters. The deadline for application is in the early fall of the high school senior year. In addition to the $6,500 per year scholarship/ loan provided by the State Teaching Fellows Program, Meredith College provides a matching grant of $6,500 which includes the NC Legislative Tuition Grant. Fellows are responsible for the balance of their fees.

Focus on Careers

Pre-Professional Opportunities

A number of career fields require that students complete a four-year degree and then enter a professional or graduate program. Meredith students may plan programs of study that prepare for further study in such areas as art therapy, dentistry, journalism, law, library science, medical technology, medicine, pharmacy, research, merchandising, nutrition, special education, teaching, and theology. Academic advisors can direct interested students to the appropriate campus resources.

Pre-Health Professions

Students planning careers in the health professions such as medicine, dentistry, pharmacy, physician assistant, physical therapy, and nursing should carefully plan their academic schedules. There is no prescribed major for the health professions-any recognized college major is acceptable. However, each professional school in the health fields has specific admission requirements in science. All professional schools in health care are looking for a record of superior achievement.

Preparing for a career in health care entails commitments beyond standard academic course work. Up to 1000 hours of clinical experience is necessary for admission to specific programs such as physician assistant. Scheduling during the undergraduate years at Meredith should include consideration of obtaining clinical experience.

Dr. Francie Cuffney, Associate Professor of Biology and Health Sciences, is the coordinator for pre-health professions advising. Students should keep in contact with Dr. Cuffney throughout their academic career, no matter what their chosen major. Advisors will work with students to insure admission requirements are met as well as guide them through the application process for the various graduate and professional programs.

Pre-Veterinary Medicine

Students planning their careers in veterinary medicine should carefully plan their academic schedules. There is no prescribed major for veterinary medicine, however, each veterinary school has specific admission requirements in science. All veterinary schools are looking for a record of superior achievement.

Preparing for a career in veterinary medicine entails commitments beyond standard course work. Students should have a minimum of 600 clinical hours as either a paid or volunteer assistant and are seriously encouraged to exceed this number. Veterinary schools have high standards and the competition is intense. Students applying to the NCSU Veterinary College must take the GRE before the fall application deadline of their senior year and are encouraged to apply for it during the spring of their junior year. No more than two of the courses listed by NCSU as necessary for application can be pending in the spring of the senior year.

Dr. Larry Grimes, Professor of Biology and Health Sciences, is the pre-veterinary medicine advisor. Pre-veterinary students should keep in contact with Dr. Grimes throughout their academic career no matter what their chosen major. Advisors will work with students to make sure that admissions requirements are met as well as guide them through the clinical experiences and the application process.

Pre-Law

Students intending to go to Law School should plan their academic program at Meredith to emphasize writing, speaking, understanding of human institutions and values in connection with law, and analytical reasoning. Law Schools do not prescribe a specific program or major but insist on a broad background in the liberal arts with an emphasis on courses which will help students develop the skills listed. Because entrance requirements differ among law schools, prospective law students should obtain information from the law schools they expect to apply to as early as possible. Students should be aware that successful completion of the Law School Admission Test (LSAT) is a requirement for admission to most law schools. Professor in Political Science Clyde Frazier is the coordinator for pre-law advising. Students should contact Dr. Frazier for additional information on pre-law.

Engineering Dual Degree Program

The Engineering Dual Degree Program is an agreement between Meredith College and North Carolina State University whereby an undergraduate student can attend Meredith College for about three years and then attend North Carolina State University's College of Engineering for approximately two years. Initially students take most of their courses at Meredith and by the third year the student will regularly take courses at both Meredith and at NCSU. After successful completion of the admission, transfer, and academic requirements of both institutions, the student will be awarded a Bachelor of Arts degree in either Chemistry or Mathematics from Meredith College and a Bachelor of Science degree in Chemical or Environmental Engineering, with Chemistry, or Civil, Computer, Electrical or Industrial Engineering, with Mathematics, from NCSU.

Students are encouraged to enroll in this program during Summer Registration before the first semester of their freshman year; they should declare their Meredith major during their first semester at Meredith and they will be advised by an Engineering Program Co-ordinator. Students who declare their major after the first semester may need more than five years to complete both degree programs.

Students must maintain a GPA of 3.0 or better while at Meredith to continue enrollment in the program. Admission to NCSU College of Engineering is dependent on GPA and the successful completion of a set of required courses. (*See College of Engineering transfer web site for a list of current requirements:* **http://www.engr.ncsu.edu/students/docs/transfer.html**, select "Transfer Admission Requirements and Application.")

Professional Writing and Presentation Media

Coordinated by the Department of English, the minor in Professional Writing and Presentation Media is a 21-hour interdisciplinary program open to all students. Courses in professional writing, graphic design, and speech may be combined with electives in art, creative writing, journalism, business, and computer information science. A student enrolled in the minor is encouraged to complete an internship related to her communication interests and career goals. *Requirements for this program appear on page 87.*

Criminal Justice

The Criminal Justice Studies minor at Meredith provides education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy, and pertinent social and historical forces are included. Students may complete the minor as an accompaniment to any major. The Criminal Justice Studies minor will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. The Sociology and Political Science programs coordinate this program. *Requirements appear on page 95.*

Experiential Learning

Students are encouraged to explore career possibilities through internships, cooperative education, and service experiences in the community. Many of these may be taken for course credit, and some placements offer stipends as well. The Career Center directs the Cooperative Education program, and individual departments can arrange and supervise internships. These and other types of experiential learning—student teaching, study abroad, undergraduate research, reflection leadership and service learning—fulfill general education program requirements.

Post-Baccalaureate Dietetic Internship

The Dietetic Internship (DI) builds on the academic preparation of Didactic Programs in Dietetics which provides the knowledge requirements in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the American Dietetic Association. The program, which runs from August to May of each year, includes 35 hours per week in supervised practice and prepares men and women to sit for the Registered Dietitian's examination. A DI may be done either before or after a Master of Science in Nutrition.

Paralegal Program

During the past two decades, paralegals have become increasingly visible and valued members of the legal profession. Although paralegals cannot independently give legal advice to clients, represent clients in court, accept a case or set a fee, they have earned key roles in the legal services team, performing substantive legal work delegated by attorneys.

The Meredith Paralegal Program is a certificate program for women or men who have earned a bachelor's degree in any major. Established in 1979, the program is approved by the American Bar Association. The program can be completed in the evening over two semesters.

Training as a paralegal focuses on legal principles and skills which can be transferred to many other occupational settings or serve as a foundation for law school. Classes are taught by experienced local attorneys and paralegals with a focus on practical skills, enabling graduates to be effective the first day on the job. Internships complement classroom instruction and often lead to career opportunities.

A strong emphasis on legal research, writing and analytical skills provides a solid foundation for later transition to law school and further career development. Two of the core courses in the curriculum, Legal Survey and Legal Research, are offered for undergraduate credit through the Department of History and Political Science and are recommended for students considering entering the paralegal profession or entering law school.

Paralegal Program graduates enjoy a wide variety of employment opportunities. Most work in private law firms, while others are employed in corporate legal departments, banks, and government agencies. Graduates have successfully translated their legal skills and experience to such fields as human resources, trust and estate administration, municipal administrations, purchasing and property management. More than 85% of the program's graduates find employment within three months of completing their studies.

Admission is competitive and based on the applicant's undergraduate and other relevant performance and potential for future success in the program and in the paralegal field. Further information is available at 760-2855, or on our website at: **www.meredith.edu/legal/**.

Interdisciplinary Opportunities

Academic disciplines often intersect with one another as they explore common topics and issues. Interdisciplinary programs highlight methodologies and underlying assumptions as they pose complex questions and challenges to students and faculty. Meredith offers interdisciplinary minors in Women's Studies, Medieval/Renaissance Studies and Ethics and the Public Interest. Approved courses in general education and major fields may be used to earn these minors.

Arts Management Minor

The Arts Management minor prepares students to seek leadership roles in community arts organizations. Women who pursue this as a career will manage budgets, write grants, plan programming and publicly advocate for the importance of having a strong, broad- based arts presence in the community. The minor combines an arts core which includes history, theory and applied experiences with business and communications courses. Every Arts Management student will complete two internships. A student who pursues this minor as a career interest should have a familiarity with visual and performing arts, a commitment to civic engagement, a desire to work effectively as a team member and have good written and verbal communication skills. The program is designed to develop these necessary leadership qualities. *Requirements appear on page 62.*

Ethics and the Public Interest Minor

The interdisciplinary Minor in Ethics and the Public Interest enables students to gain in-depth understanding of the ethical complexities that abound in our public and professional lives. Students are able to design this minor to match their own specific personal interests, by combining foundational courses in ethical theory and policy studies with elective courses in a wide range of academic disciplines. The minor adds value to students' major fields of study by developing their knowledge, skills, expertise and confidence to address the ethical and policy concerns of their chosen professions. The 18-credit course requirements are designed to be both flexible and comprehensive, making this an attractive choice for students in our pre-professional programs as well as students focusing through their majors on the liberal arts. *Requirements appear on page 87.*

Medieval and Renaissance Studies Minor

Enduring questions about humanity often arise from great moments in history and culture. Centuries after the deaths of Shakespeare, Galileo, Michelangelo and da Vinci, scholars in the humanities, the sciences and fine arts continue to wonder what influences led civilization from medieval piety and armor to the confidence and curiosity associated with the Renaissance. Students pursuing the Medieval and Renaissance Studies minor at Meredith join in these and related discussions in an 18-credit sequence of interdisciplinary courses, including opportunities for research and study abroad. *Requirements appear on page 102.*

Women's Studies Minor

Understanding gender perspectives and women's issues can bring focus to any course of study—from economics to physical education—just as nearly every profession today acknowledges gender in some significant way. From communication and education to consumer practices and health issues, sex and gender receive attention through corporate decision-making, public policy and family dynamics. The 18-credit Women's Studies minor integrates the study of women's lives with the general curriculum to heighten awareness of women's issues in sexual, cultural, racial, ethnic, and theoretical dimensions. *Students planning careers in law, medicine, business, public policy, social service, education or any post-graduate academic field will enhance their credentials with this minor. Requirements appear on page 113.*

Center for Women in the Arts

The mission of the Meredith Center for Women in the Arts is to provide a means for Meredith and the greater community to interact while examining important issues through the arts. The Center is comprised of the School of the Arts' Departments of Dance and Theatre, Music and Visual Arts, as well as interested faculty, staff and students from other disciplines.

The Center for Women in the Arts unites faculty, students, campus and community for learning, teaching, research, creation and performance. By providing a venue dedicated to artistic excellence and intellectual rigor, the Center is a public service to Meredith and the greater community. All events sponsored by the Center for Women in the Arts are open to the general public; most are free of charge.

The Center regularly brings noted creative professionals to campus. Campus residencies are designed to provide an intellectual spark through original thought and performance. Direct interaction and involvement of students is a critical goal for the Center.

The presence of the Center for Women in the Arts helps contribute to a campus environment that actively supports the pursuit of a career in visual art, dance, theatre, music or creative writing. Excellent campus facilities are extended by the close proximity of the North Carolina Museum of Art, North Carolina Symphony and a host of professional dance and theatre and music companies, art galleries and design firms. Internship opportunities abound, offering students applied experience in their chosen discipline as well as valuable contacts.

To find out about upcoming programming in the arts, go to **www.meredith.edu/enews/** and click on galleries, dance and theatre performances or music performances. You may also call the School of the Arts at (919) 760-8622 for information. To make reservations for ticketed events, call the Box Office at (919) 760-2840.

Academic Support Services

Learning Center

The Learning Center provides free, one-on-one tutoring to Meredith students. The tutors are Meredith students who have excelled in their coursework and have been trained to assist their peers. We specialize in tutoring mathematics, grammar and writing for all subjects. Help in foreign languages and other subjects varies by semester. Check our website for our offerings and hours. To make an appointment, sign up outside the Learning Center in 122 Jones, call 760-2800 or visit us at **www.meredith.edu/learn** and submit an online request.

Carlyle Campbell Library

The Carlyle Campbell Library is the academic heart of the College and a center for intellectual exchange. Library staff are eager to help students, faculty, and staff examine research topics and make the best possible use of available resources. In support of research the Library's holdings include more than 190,000 volumes, 7,500 videos, and 8,000 musical scores. Also available are online, full-text versions of articles from thousands of academic periodicals. Electronic databases and indexes are accessible anywhere on campus. Off campus access is also possible with the use of a password. The Library also maintains the College Archives, material related to the history and people of the College.

To enhance the exchange of ideas and the pursuit of research endeavors, the Library provides both individual and group study areas. The LINC Center on the ground floor has 15 computers, two networked printers, and a scanner. Also available in the Library are video viewing stations and music listening stations.

The Reference Department assists the Meredith community with research. Librarians staff the main floor Information Desk during most Library hours and offer group instruction for classes in all disciplines. Reference Librarians will help locate material wherever it is—Meredith or worldwide. They can arrange borrowing privileges with Cooperating Raleigh College libraries.

The Library's Media Services Department provides media and instructional equipment, training, and support. Laptops, data projectors, sound systems, and video cameras may be requested for use on campus. Media Services staff support video production and presentations for the College. Media Services also manages Meredith Cable Television, which broadcasts international news, foreign language programming, videos, campus announcements and instructional materials.

The Music Library, located in Wainwright Music Building, houses an extensive collection of scores, musical recordings, and instructional materials. The Listening Room contains compact disc players, tape decks, and turntables for individual listening. Study areas are also available in the Music Library.

Technology Services

Over the past five years the Meredith Technology Initiative has greatly expanded the college's technological capabilities, both in academic support and campus communication. The Technology Services Department employs professionals with expertise in networking, hardware and software support, voice communication, and instruction.

Meredith maintains wired and wireless networks, numerous general use and specialized computer labs, and an online instructional package called Blackboard. All Meredith students are given email accounts. Incoming full-time freshmen receive IBM/Lenovo laptop computers and wireless network cards; these machines are refreshed during the junior year and given to qualifying students at graduation. Technology Services staff maintain and support these computers and other campus technology applications with phone in, walk-in, or email services. In addition, there are students trained as technical assistants living in the residence halls. Instruction in hardware and software is scheduled during fall orientation and throughout the academic year. For locations of computer labs, as well as a comprehensive discussion of services available, visit **www.meredith.edu/techserv/**.

Disability Services

Disability counselors in the Counseling Center provide, arrange, and coordinate accommodations for students in courses, programs, services, activities, and facilities. The staff maintains disability-related documents, certifies eligibility for services, determines reasonable accommodations and develops plans for the provision of such accommodations for students with disabilities.

Meredith College's goal is to create an accessible community where people are judged on their abilities, not their disabilities. The staff strives to provide individuals with the tools by which they can better accomplish their educational goals.

In post-secondary settings, it is the student's responsibility to request accommodations, if desired. Students are encouraged to contact the Disability Services office at 760-8427 or **disabilityservices@meredith.edu** for an appointment. It is important to remember that not every student with a disability needs an accommodation. It is equally important to remember that even though two individuals may have the same disability, they may require different accommodations.

Academic Programs

Through its strong general education program integrated with in depth study in a major, Meredith College provides undergraduate academic programs that show our commitment to the liberal arts and professional studies as a preparation for life, for careers, for graduate studies, and for engaged leadership. The undergraduate and graduate programs at Meredith College are administered through five schools in which departments are organized for disciplinary and interdisciplinary learning. The five schools are organized as follows:

○ **School of the Arts:** Department of Art, Department of Dance and Theatre, Department of Music

○ **School of Business**

○ **School of Education, Health and Human Sciences:** Department of Education, Department of Health, Exercise and Sports Science, Department of Human Environmental Sciences

○ **School of Humanities and Social Sciences:** Department of Communication, Department of English, Department of Foreign Languages and Literatures, Department of History and Political Science, Department of Psychology, Department of Religion and Philosophy, Department of Sociology and Social Work

○ **School of Natural and Mathematical Sciences:** Department of Biology and Health Sciences, Department of Chemistry, Physics and Geosciences, Department of Mathematics and Computer Science

Meredith's general education curriculum, entitled "Making Connections—Making a Difference," describes the active and relevant learning experiences offered to Meredith students, not only in general education courses, but in all academic programs.

Academic Programs

Majors & Concentrations

Art

Art Education
Graphic Design
Studio Art

Biology

Biology (BA)
Biology (BS)
  Environmental Science Conc.
  Health Science Conc.
  Molecular Biology Conc.

Business

Accounting
Business Administration
Economics

Chemistry

Chemistry (BA)
Chemistry (BS)

Communication

  Interpersonal Communication Conc.
  Mass Communication Conc.

Dance and Theatre

  Dance Education Conc.
  Performance and Choreography Conc.
  Studio Teaching Conc.
Theatre
  Musical Theatre Conc.

English

Environmental Studies

Exercise and Sports Science

  Health and Wellness Conc.
  Physical Education Conc.

Foreign Languages

French
Spanish

History and Political Science

History
International Studies
Political Science
  Law and Justice Conc.
Public History

Human Environmental Sciences

Child Development
Fashion Merchandising and Design
  Merchandising Conc.
  Design Conc.
Family and Consumer Sciences
Foods and Nutrition
Interior Design

Mathematics and Computer Science

Computer Information Systems
Computer Science
Mathematics (BA)
Mathematics (BS)

Music

Music (BA)
Music Education (BM)
Music Performance (BM)
  Piano Pedagogy Conc.

Psychology

Religion

Sociology (BA)

Social Work (BSW)

Women's Studies

Minors

Art

Art History
Studio Art

Arts Management

Biology

Business

Accounting
Business Administration
Economics
Finance
Human Resource Management
International Business
Marketing

Chemistry, Physics and Geoscience

Chemistry
Chemical Physics
Geoscience

Communication

Criminal Justice Studies

Dance

English

English
Professional Writing and Presentation Media

Ethics and the Public Interest

Exercise and Sports Science

Foreign Languages

French
German
Italian
Spanish

History and Political Science

History
International Studies
Political Science
Public History

Human Environmental Sciences

Child Development
Fashion Design
Family and Consumer Sciences
Foods and Nutrition
Interior Design
Fashion Merchandising

Mathematics and Computer Science

Mathematics
Mathematics and Computer Applications
Statistics
Web Development

Medieval and Renaissance Studies

Music

Philosophy

Psychology

Religion

Sociology

Theatre

Women's Studies

Licensure Programs

Birth-Kindergarten
Elementary Education
Middle Grades Teacher Education
  Communication Skills
  Mathematics
  Science
  Social Studies
Grades 9–12
  Comprehensive Science
  English
  Mathematics
  Social Studies
Workforce Development:
Teaching Family and Consumer Sciences (7–12)
Grades K–12
  Art
  Dance
  English as a Second Language
  French
  Music
  Physical Education
  Spanish
  Theatre

General Education Requirements

General Education: Making Connections—Making a Difference

Meredith's General Education encourages students to develop a breadth of skills and knowledge for the 21st century, to serve their communities through civic engagement, and to become independent and lifelong learners. Through courses in the liberal arts and sciences, and in their majors students work toward the following goals:

○ **Gain knowledge of self, others, and the world** through courses in many academic disciplines

○ **Think critically, quantitatively, and creatively** by applying analytical, interpretive, and expressive skills

○ **Communicate effectively** as a listener, speaker, writer, and researcher

○ **Participate responsibly and ethically in society, the global community, and the natural world** by applying knowledge and skills toward new understandings of self and others

○ **Develop a broad and discerning understanding of the richness of artistic expression and creative imagination** through immersion in aesthetic experiences and study of artistic influences upon culture

○ **Develop a thoughtful awareness of the spiritual dimension of human experience** by reflecting upon one's spirituality in the context of the world's religions and philosophies.

○ **Lead physically active, health-enhancing lives** through engaging in wellness behaviors.

○ **Develop an understanding of the complexity of knowledge and a desire to engage in lifelong learning** by applying knowledge, skills, and new understandings to all dimensions of life.

Information about each department and the majors and minors within them are shown on the previous page.

Requirement	**Credits**
THE CORE CURRICULUM	
1. **CORE 100** *The Context of Culture*	3
2. **CORE 200** *Cultural Connections*	Variable*
3. **CORE 400** *Global Perspectives*	3
4. **ENG 111** *Principles of Writing*	3
5. **ENG 200** *Texts and Contexts*	3
6. **Western Civilization** or **History in the 20th Century**	3
7. An introductory **Religion** course	3
FIELDS OF KNOWLEDGE	
8. Data Analysis, Abstract Reasoning, and Problem Solving	
Mathematics	3
Quantitative elective	3
9. World Cultures and Languages	
Foreign Language competency	0-12
Literature elective	3
Cultural Perspectives elective	3
10. Scientific Literacy	
Laboratory science	4
Science in Society elective	3
Social and Behavioral Sciences	6
11. Aesthetics and the Arts	3
12. Health and Physical Learning	4–5

ACROSS THE CURRICULUM THREADS, EXPERIENTIAL LEARNING, TECHNOLOGY COMPETENCY

13. Across the curriculum threads

2 Writing intensive courses, 1 Oral communication course, 1 Ethics course, and 1 Information Literacy course.

14. Experiential Learning

Attendance at 12 convocations and cultural events
1 approved experience

15. Fundamental Technology Competency

The General Education Program: Making Connections—Making a Difference

The Core Curriculum:

Core:

CORE 100 *The Context of Culture* 3 cr.

Common course for first-year students.

CORE-200 *Cultural Connections* 4–6 cr.

This can be fulfilled by either an approved study abroad experience OR by a two-course linkage that fulfills other requirements in either general education or the major. *An example of the two-course linkage is CORE-201 which pairs ENG-203 and HIS-103 together. This pairing fulfills the requirements of CORE-200, the Literature elective, and the World Civilization requirement.*

CORE-400 *Global Perspectives* 3 cr.

An upper-level interdisciplinary course that may also count in the major. Students choose from a range of course options that address various topics of global importance.

English:

ENG-111 *Principles of Writing* 3 cr.

ENG-200 *Texts and Contexts* 3 cr.

History:

HIS-101, HIS-102 or **HIS-103** 3 cr.

Religion:

Any 100-level Religion course 3 cr.

Fields of Knowledge Requirements:

A course may only fulfill one requirement in the Fields of Knowledge category.

Data Analysis, Abstract Reasoning and Problem Solving:

Mathematics 3 cr.

One Mathematics course at or above the 100-level

Quantitative 3 cr.

Any second Mathematics courses at or above the 100-level, or CSC-101, ESS-320, GEO-203, PHY-211, PHY-212 or PSY-200.

World Cultures and Languages:

Cultural Perspectives 3 cr.

One course chosen from History, Philosophy, or Religion above the 100 level, and a wide variety of other courses listed on the general education website.

Literature 3 cr.

One course chosen from a complete list available on the general education website.

Foreign Language Competency 0–12 cr.

Demonstrate Foreign Language competency by passing a competency test, OR complete 12 hours of Foreign Language with at least 9 of those in one language. This requirement may also be met by completing two 3-credit 300-level courses with a grade of C or better in a single foreign language, or by completing FRE-304, 308 or 309 or SPA-303, 304 or 308 with a grade of C or better. Competency can also be demonstrated through two courses at an intermediate or advanced level taught during an approved semester-long study abroad program. A student can also demonstrate competency by presenting a score of 5 or better on the IB higher level exam in French, German or Spanish; a score of 4 or better on the AP exam in French, German, Spanish language or Latin/Lit or Latin/Vergil; or a score of 600 or better on the SAT II Latin test.

Scientific Literacy:

Laboratory Science 4 cr

One course chosen from BIO-101/141, BIO-322/342, CHE-111/141, GEO-200/240, or PHY-211/241.

Science in Society 3 cr

One course chosen from a complete list of available on the general education website.

Social and Behavioral Science 6 cr

Two courses from Psychology, Sociology, Political Science, or Economics (except ECO-274), as well as COM-260, GEO-205, GEO-322, GEO-368, and WST-200.

Arts and Aesthetics: 3 cr.

A total of 3 credits in Art, Dance, Music, Applied Music, Music Ensembles or Theatre, as well as REL-250 and REL-252.

Health and Physical Learning: 4–5 cr.

Either 4 credits in Physical Education or Dance activity courses, or 3 credits in Physical Education or Dance activity plus 2 credits in Health Education.

For more information about the General Education program please visit **www.meredith.edu/academics/gened**

Across the Curriculum Threads:

Threads provide in-depth skill and knowledge development without the requirement of additional courses. Rather, this requirement may be fulfilled through courses that meet other general education or major requirements. Courses meeting this requirement have been infused with a focus one or two of the following: **Ethics, Information Literacy, Oral Communication,** or **Writing.** A course may be infused with one or two threads. These are identified in the course schedule each semester and on the General Education web site.

Ethics:	One course
Information Literacy:	One course
Oral Communication:	One course
Writing Intensive:	Two courses

Experiential Learning:

Convocations and Cultural Events

Attendance at 12 convocations or cultural events which include college convocations as well as cultural events both on campus and in the community.

Experiential Learning

Fulfilled through field experiences, internships, approved practica; service learning courses, student teaching, study abroad and undergraduate research; This requirement may also be fulfilled through the Sophie Lanneau Leadership Development program, the Leadershape Institute; and the Reflection Leadership Program. A list of approved experiences is available on the general education website.

Fundamental Technology Competency

Fundamental Technology Competency is embedded into the curriculum and does not require additional coursework. This requirement addresses expectations of all students in all disciplines, and thus, is a component of the General Education Program. These are entry-level, foundational skills upon which a student may build computer fluency, situated in the emergent tools of research, productivity, and performance in her particular discipline. It is met through completion of CORE-100 and any Mathematics course at or above the 100 level.

ART

Professor FitzSimons, Head; Professors Bailey, Mulvaney; Associate Professors Banker, Hayes, Pearce, Terry; Assistant Professors Fine, Johnstone, Stair-Hall; Adjuncts Beatty, Hill, Lewis, Roth, Savage, S. Scherr, Springer, Stewart; Emerita Greenberg, Short.

The student who studies art at Meredith learns to function creatively through a variety of experiences to gain an understanding of the artistic process and human culture. The student is strongly encouraged to begin the program the first semester of her freshman year.

To receive transfer credit, students must get approval from the department head and have a portfolio review. Any course taken more than five years ago must be repeated, unless proficiency is proven through current portfolio work. Portfolio Reviews are held on Reading Day each semester and the week before classes begin in August.

Art majors complete a core curriculum of 32 credit hours. Majors are offered in studio art, graphic design and art education. A minor is offered in art history. Internships are available and encouraged in all majors. Through independent research courses, arranged with individual faculty members, a student may add even greater depth to her program in a particular area of interest. Design and history courses in interior design, fashion design and religion are cross-listed as art courses.

The Art Department accepts AP credit in both art history and studio art with a score of three or above. AP Studies credit is awarded as general studio credit and does not substitute for ART-101 Drawing I or ART-105 2D Design.

The Art Department offers classes scheduled at night on a rotating basis so that the student with daytime commitments can complete most of the core curriculum requirements for a major. If space is available, the non-degree student can enroll in any art class through the Community Outreach office if required pre-requisites have been met. Contact the Art Department for further information for all of these policies.

The **mission** of the Meredith College Art Department is to provide a challenging, enriching and supportive environment for the artistic and intellectual growth of our students as individuals.

The **purpose** of the Department of Art is to provide a visual arts program which

○ supports the fine arts and humanities component of the general education requirements and makes connections across disciplines;
○ offers majors in studio arts, graphic design and art education based on a core curriculum of shared studio art and art history experiences;
○ offers an art history minor;
○ offers preparation for teacher licensure in art K-12;
○ encourages individual reflection as inseparable from production;
○ offers individualized instruction;
○ maintains an extensive exhibition program for instructional purposes and as a link with the greater community;
○ encourages student involvement in art beyond the Meredith community through community service, internships, travel, participation in shows and arts organizations; and
○ guides career choices based on individual strengths and interests.

A goal implicit in the statement of purpose above relates directly to the stated purpose of Meredith College: to provide a broad curriculum with beginning level courses open to all students. As a department, we want to maintain the quality of our students through recruiting efforts, by continually strengthening the content of our courses and by graduating students who believe their Meredith education could not be equaled by other schools. The key to achieving this aim is to provide unique and challenging opportunities for learning. Small class size is critical. There are opportunities for study abroad, internships, interaction with artists-in-residence and speakers, and travel to art centers and museums. Our most important goal is to help each student find value and voice through her own means of expression. Therefore, the program in visual arts has individualized instruction as its core philosophy, reflecting concern for the total person.

Objectives of the Art Department

A student taking a class in the visual arts program will

○ demonstrate competence in understanding concepts and acquiring skills germane to the class;
○ be exposed to the artistic production, philosophy and cultural context of creative people in diverse cultures;
○ apply skills and concepts to creative problem solving with an emphasis on original thinking in problem resolution;
○ participate in the assessment of her own work, that of others in the class, and that of professionals;
○ recognize the importance of visual literacy and the visual legacy to humankind past, present, and future;
○ develop visual observation skills; and
○ synthesize and apply information from many disciplines while seeking creative solutions to problems.

A major in the Art Department, in addition to the objectives above, will

○ demonstrate an individual voice through a culminating exhibit, portfolio, or research project;
○ attain highly developed visual observation skills; and
○ articulate orally and through writing original thoughts about art, the individual and society (past, present, future).

Majors/Minors in Art

The **Studio Art major** is designed for the student who intends to pursue the creation of visual art as a profession. The program provides preparation for graduate school or for many entry level art positions. The student should begin the major the first semester of the freshman year in order to avoid delays in graduation and allow time for internships and/or research studies.

The **Graphic Design major** combines a background in traditional art concepts with computer design skills. The program is structured to enable the student to acquire foundational and advanced concepts, skills, and knowledge necessary for practice in the graphic design discipline. The student will synthesize and apply information from many disciplines while seeking creative solutions to problems. The major provides a contemporary perspective with regard to changing technologies and emphases in photographic and graphic design education. Internships are strongly encouraged as a vital component of the graphic education process.

The **Art Education major** is designed for those students who wish to teach art as a profession. The college offers a program leading to K–12 art licensure in conjunction with the School of Education. Ideally, the student should begin the program during the freshman year to accommodate the course requirements in both areas.

Meredith has recently discontinued its major in Pre Art Therapy. After considering the issue carefully, we have concluded that students interested in pursuing Art Therapy at the graduate level should be encouraged to seek a double major in Studio Art and Psychology, or a major in Studio Art and a minor in Psychology. In either case, your course of study should be planned in consultation with the department heads in both Psychology and Art.

The **Art History minor** is a suitable complement to many majors offered at Meredith College, including Religion, History, Women's Studies and others. The minor is also designed for art students who wish to pursue careers that focus on the management of art: museums, galleries, or community-based art organizations. The minor prepares students for graduate school as well as employment not limited to art history. Because the discipline requires analytical and critical thinking skills, both orally and in writing, art history is a favored path for those who plan to attend law school as well as many other diverse pursuits.

Meredith College also offers an interdisciplinary minor in **Arts Management.** Please see page 62 of the catalogue for information.

Majors in Art

The Core Curriculum—32 credit hours

ART 101 Drawing I	3
ART 105 2D Design	3
ART 200 Computer Literacy for Design	3
ART 201 Drawing II	3
ART 206 Color Theory	3
ART 207 3D Design	3
ART 221 Art History Survey I	3
ART 222 Art History Survey II	3
ART 324 Topics in Modern Art	3
ART 396 Junior Seminar	2
ART 495 Portfolio Photography	1
ART 496 Professional Practices	2

Studio Art Major—50 credit hours

The Core Curriculum	32
Art History elective	3
Electives chosen from the following:	15

- ART 130 Photography I (3)
- ART 160 Ceramics I (3)
- ART 210 Painting I (3)
- ART 220 Non-Western Art History (3)
- ART 230 Photography II (3)
- ART 260 Ceramics II (3)
- ART 248 Techniques of Illustration (3)
- ART 270 Fibers (3)
- ART 275 Metals & Jewelry (3)
- ART 299 Introduction to Research in Art (1–3)
- ART 310 Painting II (3)
- ART 323 Topics in Art History (3)
- ART 330 Photo Techniques & Processes (3)
- ART 350 Printmaking (3)
- ART 365 Sculpture (3)
- ART 480 Digital Photography (3)
- ART 499 Research in Art (1–3)
- ART 920 Directed Independent Study (1–3)
- ART 930 Community Internship (1–3)

Graphic Design Major—67 credit hours

The Core Curriculum	32
ART 130 Photography I	3
ART 240 Graphic Design I.	3
ART 245 Typography I	3
ART 340 Graphic Design II	3
ART 342 Digital Imaging	3
ART 345 Typography II	3
ART 440 Graphic Design III	3
ART 450 Interactive Design	3
ART 480 Digital Photography	3
ART 490 Senior Thesis	2
Electives chosen from the following:	6

- ART 160 Ceramics I (3)
- ART 210 Painting I (3)
- ART 220 Non-Western Art History (3)
- ART 230 Photography II
- ART 248 Techniques of Illustration
- ART 270 Fibers (3)
- ART 299 Introduction to Research in Art (1–3)
- ART 323 Topics in Art History (3)
- ART 330 Photographic Techniques & Processes (3)
- ART 350 Printmaking (3)
- ART 404 Book Design (2)
- ART 405 Colton Review (3)
- ART 499 Research in Art (1–3)
- ART 920 Directed Independent Study (1–3)
- ART 930 Community Internship (1–3)

Art Education Major—87 credit hours

The Core Curriculum	32
ART 160 Ceramics I	3
ART 210 Painting I	3
ART 270 Fibers OR ART 275 Metals & Jewelry	3
ART 350 Printmaking	3
ART 365 Sculpture	3
ART 734 Foundations in Art Education	3
ART 735 Teaching and Methods: Art Pre K–5	3
ART 736 Teaching and Methods: Art in Grades 6–12	3

EDU 232 Foundations	3
EDU 234 Ed Psych	3
EDU 241 Introduction to Instructional Media	1
PSY 210 or 310 Developmental	3
PSY 312 Exceptional	3
SOC 335 Race and Ethnic Relations	3
EDU 450 Reading	2
EDU 440 Seminar	1
EDU 466 Pre-Adolescent or EDU 467 Secondary School.	3
Art History elective chosen from the following:	3
ART 220 Non-Western Art History (3)	
ART 323 Topics in Art History (Pre-modern, topics rotate) (3)	
EDU 490 Student Teaching	6

MINORS IN ART

Minor in Studio Art—21 hours

ART 101 Beginning Drawing I.	3
ART 105 Basic 2-D Design	3
Art History Survey I or II.	3
Area of Specialization in upper level courses (200 and above)	6
Art electives.	6

Art History Minor—24 credit hours

ART 221 Art History Survey I	3
ART 222 Art History Survey II	3
ART 323 Topics in (pre-modern) Art	3
ART 324 Topics in Modern Art	3
ART 492 Art History Theory & Methods	3
ART 490 Senior Project: Thesis	3
or ART 498 Honors Thesis in Art History	3
or ART 499 Research in Art (History)	3
Electives chosen from the following:	6
ART 101 Drawing I (3)	
ART 105 2D Design (3)	
ART 130 Photography I (3)	
ART 160 Ceramics I (3)	
ART 200 Computer Design (3)	
ART 201 Drawing II (3) *(prerequisite ART 101)*	
ART 206 Color Theory (3) *(prerequisites ART 101, 105)*	
ART 207 3D Design (3) *(prerequisites ART 101, 105)*	
ART 220 Non-western Art History (3)	
ART 299 Research in Art (3) *(prerequisites ART 101, 105 and 221 or 222)*	
ART 323 Topics in (pre-modern) Art (3) *(prerequisite ART 221 or 222)*	
ART 324 Topics in Modern Art (3) *(prerequisite ART 221 or 222)*	
ART 499 Research in Art (3) *(prerequisites ART 206 and 221 or 222)*	
MRE 201 Pilgrims, Poets & Prophets (3)	
HIS 304 Greek and Roman History (3)	
HIS 308 Twentieth-Century Europe (3)	
HIS 314 Colonial America (3)	
HIS 319 Contemporary American History (3)	
HIS 385/REL 385 Europe in the Middle Ages (3)	
HIS 387/REL 387 Age of Renaissance and Reformation (3)	
ENG-Any 300-level English literature course (3-6) *(prerequisites ENG 111, 200)*	
SPA, FRE, GER, ITA Any 300-level Foreign literature course (3-6)	
REL 252 Religion & the Arts in Asia (3) *(prerequisite one 100-level REL course)*	
REL 284 Sin, Satan & Evil (3) *(prerequisite one 100-level REL course)*	
REL 351 Comparative Mysticism (3) *(prerequisite one 100-level REL course)*	
REL 382 (History of Christianity (3) *(prerequisite one 100-level REL course)*	
REL 383 Religion in U.S. History (3) *(prerequisite one 100-level REL course)*	

— For Art classes, see pages 116–120.

Arts Management

Coordinator, Professor Rebecca Bailey, Dean of the School of the Arts; Catherine Rodgers, Professor of Theatre; David Lynch, Professor of Music; and Linda FitzSimons, Professor of Art..

The **Arts Management minor** is a complementary addition to any arts major, but will also be of particular interest to students majoring in Business or Communication. A student who pursues this minor should have a strong interest in the arts and a familiarity with visual and performing arts, a commitment to civic engagement, a desire to work effectively as a team member and have good written and verbal communication skills. The program is designed to develop these necessary leadership qualities. Core classes give an overview of skills and knowledge. Two internship experiences are an experiential component of the core. Guided electives give students opportunities both for experiential learning and in-depth knowledge.

Students in the Arts Management Minor will develop the following required knowledge and skills:

- Students will understand the historical development at least one arts discipline and develop critical skills necessary to appreciate, analyze and differentiate among works from different time periods.
- Students will have a core experience in the arts which will contribute to their understanding, familiarity and appreciation of the different arts disciplines.
- Students will use each of their core classes as an means to develop specific skills and concepts necessary for arts management, specifically: house management, grant writing, computer design skills, accounting procedures, public speaking, and business practices.
- Students will complete two internships which will allow them opportunities to apply knowledge learned in class to real-life situations.
- Student can use guided electives as a means to develop broader experience with disciplines in the arts with which they may have had little or no exposure.
- Students can also use guided electives to develop deeper knowledge in areas introduced in the core requirements.

Twenty Five (25) hours of coursework are required for the minor. Students who are majors in one of the arts may count a course required for their major toward the core requirement. Note that arts majors may NOT fulfill either the Core Elective or Guided Electives with courses in their own major. Newly declared minors should meet with the program coordinator to develop a focused course of study, to help sequence courses and to determine which electives they would like to take for this minor. Arts majors pursuing this minor will be dually advised by their major advisor and the program coordinator. Student whose major is outside the arts will be advised by the program coordinator.

MINOR IN ARTS MANAGEMENT—25 HOURS

Core Required Courses	**18**
Internship	1, 1
THE 140, House Management or THE 142, Box Office	1
DAN 455 Performing Arts Administration (Grant writing)	3
ART 200 Computer Literacy for Design	3
ACC 230 Accounting	3
COM 225 Public Speaking	3
BUS 300 Principles of Management or BUS 360 Principles of Marketing	3

Core Elective	**3**
Choose one (outside major area, if an Arts Major)	
MUS 214 Music Appreciation	3
THE 114 Intro to Theatre	3
ART 221Art History Survey I OR ART 222 Art History Survey II	3
DAN 200 Dance and Society	3

Guided Electives	**4**
Choose more than one (outside Major area, if an Arts major)	
ART 101 Drawing I	3
ART 105 2-D	3
ART 130 Photo I	3
ART 160 Ceramics I	3
BUS 300 Principles of Management	3
BUS 360 Principles of Marketing	3
BUS 467 Advertising *(pre-requisite: BUS 360 Principles of Marketing)*	3
CIS 156 Website Design and Management	3
COM 310 Public Relations Communication	3
COM 350 Business and Professional Communications	1
COM 360 Writing for the Media	3
DAN 456 Meredith Dance Theatre (may take up to 3)	3
THE 150 Voice & Articulation	1

Practicum (may take up to 3)
- THE 130 Performance
- THE 131 Directing
- THE 132 Assistant Directing
- THE 133 Lighting
- THE 134 Sound
- THE 135 Costuming
- THE 136 Makeup
- THE 137 Stage Management
- THE 138 Scenery
- THE 139 Design
- THE 140 House Management
- THE 141 Publicity
- THE 142 Box Office (1)

Ensemble (may take up to 3)
- MUE 134 Chorus
- MUE 231 Wind Ensemble
- MUE 232 Flute Ensemble
- MUE 233 Chamber Music Ensemble
- MUE 235 Raleigh Concert Band
- MUE 237 String Ensemble
- MUE 238 Meredith Orchestra
- MUE 332 Flute Quartet
- MUE 334 Chorale
- MUE 335 Encore
- MUE 338 Raleigh Symphony Orchestra

BIOLOGY AND HEALTH SCIENCES

Professor Mecham, Head; Professors Grimes, Reid, Swab, Wolfinger; Associate Professor Cuffney; Assistant Professors Agorham, Lindquist; Adjuncts Barnes, Bullock, Crumpler, Dreyer, Dykstra, Marritt; Laboratory Technician Katsahnias.

Biology and Health Sciences meets the needs of Meredith's liberal arts students by providing introductory and upper level courses that prepare non-majors to become more knowledgeably involved in science issues facing society. The department prepares majors and minors for success in graduate school, professional programs, and employment in wide ranging areas within the biological and health sciences. Biology courses at all levels provide opportunities for in-depth exposure to many areas of the biological sciences, for fostering skills in using the scientific process through investigative work, and for enhancing creative learning.

Goals of the Department are as follows:

Upon completion of their Bachelor of Arts or Bachelor of Science in Biology all graduates will have:

- obtained scientific literacy and be able to read and critically evaluate the literature of science.
- an understanding of scientific methods and be capable of using them to solve problems.
- developed analytical and observational skills.
- obtained a set of modern laboratory skills and techniques.
- gained a broad knowledge base to allow them to relate science to other disciplines and to society as whole.
- be fluent in the major concepts, theories, and laws within the life sciences and be able to relate and connect them to the physical sciences.
- an understanding of the cellular and evolutionary basis of modern biology.
- the ability to relate structure and function at the molecular, cellular, organism, and ecological levels of organization.
- an understanding of the diversity of life and connectedness of all living systems.
- be able to describe the flow of genetic information.

- have an historical understanding of modern biology and an awareness of the major scientists that have contributed to its development.
- an appreciation of the various careers and professions available to biological scientists.

CAREER DIRECTIONS

Biology and Health Science majors are prepared for careers in laboratory or field work, research, teaching, government service or advanced education.

The **Biology Major** focuses on the study of organisms as living units and as biotic components of ecosystems. Graduates of this concentration are prepared to attend graduate school in one of the diverse areas of botany, zoology, or ecology or to follow career paths in teaching, laboratory or field research, museums, natural areas, and travel-related occupations.

The **Health Science concentration** combines well with a student's preparation for medical, dental, pharmacy, or veterinary school. It also provides a strong basis for life and health science careers such as physician assistant, physical therapy, and nursing.

The **Molecular Biology concentration** prepares students to pursue graduate study or laboratory work in molecular biology, genetics, microbiology, cell biology, biochemistry, physiology, or medicine.

The **Environmental Science concentration** focuses on scientific issues and research related to the environment. Graduates have numerous job opportunities: teaching and curriculum development; research, opportunities with non-profit organizations; field work in natural areas; positions in recreation, environmental consulting, technical writing, policy making, or waste management.

The **Environmental Studies Major,** a more interdisciplinary major than the Environmental Science concentration, offers a wide range of job opportunities in these same areas for students who prefer to focus on the social, economic, and political aspects of environmental issues.

RESOURCES

The **Department of Biology and Health Sciences** is housed in the **Science and Mathematics Building** that opened in January 2003. This facility contains general and advanced laboratories for specialized study in undergraduate research, physiology, anatomy, invertebrate zoology, parasitology, microbiology, molecular biology, cell biology, biochemistry, genetics, evolution, ecology, field biology, and environmental science. An advanced light and electron microscope suite, greenhouse, animal room, photobiology unit, curriculum lab, library, and museum are, in addition to the nine student/faculty research laboratories, designed for student-faculty collaborations on original research. Research and cooperative opportunities are also available at many Raleigh/Durham/Chapel Hill/Research Triangle research facilities and laboratories. Meredith College is a charter member of the **Glaxo Smith-Kline Women in Science Scholars Program** and the **Howard Hughes Medical Institute Summer Research Intern program** administered by North Carolina State University.

There are numerous opportunities for Meredith College students to participate in research and courses at national and international study sites such as the School for Field Studies. Meredith College is an affiliated institution with the School for Field Studies which offers seven study abroad programs in the areas of ecology and field biology.

Credit Testing and Advanced Placement Biology Credit

Upon request, the department gives a placement exam to students who wish to receive credit for Biology 101. If scores indicate an adequate level of preparation, students receive credit for BIO 101 upon successful completion of BIO 141. Students who present an AP Biology score of 3 or above receive credit for BIO 101 and BIO 141.

Majors in Biology

B.A. in Biology: 45–50 hours

Required courses in Biology 30–32 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 211 and 241 Plant Biology and Lab	4
BIO 222 and 242 Invertebrate Zoology	4
or BIO 314 Parasitology	3
BIO 251 Cell Biology	3
or BIO 334 and 344 Microbiology and Lab	4
or BIO 431 and 461 Genetics and Lab	4
BIO 254 Evolution of Biological Systems	3
BIO 321 and 345 Comparative Vertebrate Anatomy and Lab	4
BIO 352 Symbiosis	3
BIO 358 Aquatic Field Studies	2
or BIO 359 Terrestrial Field Studies	2

Required courses in Chemistry 12 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4

Required courses in Mathematics 3–6 hours

Prerequisite: MAT 141 or MAT 144 or competency

MAT 245 Statistics I	3

Recommended additional courses:

BIO 234 and 244 Principles of Ecology (4)
BIO 325 Environmental Science (4)

B.S. in Biology: 65–69 hours

Required courses in Biology 34–35 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 211 and 241 Plant Biology and Lab	4
BIO 222 and 242 Invertebrate Zoology	4
or BIO 314 Parasitology	3
BIO 254 Evolution of Biological Systems	3
BIO 321 and 345 Comparative Vertebrate Anatomy and Lab	4
BIO 334 and 344 Microbiology	4
BIO 352 Symbiosis	3
BIO 358 Aquatic Field Studies	2
or BIO 359 Terrestrial Field Studies	2
BIO 498, 499 or 930 Honors Thesis, Senior Research, or Internship	3

Required courses in Chemistry 16 hours

CHE 111 and 141 General Chemistry I and La	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
CHE 436 and 446 Biochemistry and Lab	4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab	4
PHY 212 and 242 General Physics II and Lab	4

Required courses in Mathematics 7-10 hours

Prerequisite: MAT 144 or MAT 141 and MAT 143 or competency	
MAT 211 Calculus I	4
MAT 245 Statistics I	3

Recommended additional courses:

BIO 234 and 244 Principles of Ecology (4)
BIO 325 Environmental Science (4)

B.S. in Biology with a concentration in Health Science: 66–69 hours

(This concentration combines well with Pre-Health Professional courses of study such as pre-medicine, pre-dentistry, pre-pharmacy, pre-physician assistant, pre-physical therapy and pre-veterinary medicine. See p. 52)

Required courses in Biology 35 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 251 Cell Biology	3
BIO 321 and 345 Comparative Vert Anatomy	4
BIO 323 and 343 Vertebrate Physiology	4
BIO 334 and 344 Microbiology	4
BIO 436 and 446 Biochemistry	4
Electives	8

Required courses in Chemistry 16 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
CHE 222 and 242 Organic Chemistry II and Lab	4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab	4
PHY 212 and 242 General Physics II and Lab	4

Required courses in Mathematics 7–10 hours

Prerequisite: MAT 144 or competency MAT 211 Calculus I.	4
MAT 245 Statistics I	3

B.S. in Biology with a concentration in Molecular Biology: 67–70 hours

Required courses in Biology 36 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 251 Cell Biology	3
BIO 256 Techniques in Microscopy	1
BIO 258 Techniques in Tissue Culture	1
BIO 334 and 344 Microbiology and Lab	4
BIO 356 Biotechnology	4
BIO 431 and 461 Genetics and Lab	4
BIO 436 and 446 Biochemistry and Lab	4
BIO 498, 499, or 930 Honors Thesis, Senior Research, or Internship	3
Electives	4

Required courses in Chemistry 16 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
CHE 222 and 242 Organic Chemistry II and Lab or CHE 350 Quantitative Analytical Chemistry	4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab	4
PHY 212 and 242 General Physics II and Lab	4

Required courses in Mathematics 7–10 hours

Prerequisite: MAT 144 or competency	
MAT 211 Calculus I	4
MAT 245 Statistics I	3

B. S. in Biology with a concentration in Environmental Science: 66-70 hrs

Required courses in Biology 31–32 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 211 and 241 Plant Biology and Lab	4
BIO 222 and 242 Invertebrate Zoology	4
or BIO 314 Parasitology	3
BIO 234 and 244 Principles of Ecology and Lab	4
BIO 325 Environmental Science	4
BIO 334 and 344 Microbiology	4
BIO 358 Aquatic Field Studies	2
BIO 359 Terrestrial Field Studies	2

Required courses in Chemistry and Physical Science 20 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
CHE 221 and 241 Organic Chemistry I and Lab	4
CHE 222 and 242 Organic Chemistry II and Lab or CHE 350 Quantitative Analytical Chemistry	4
GEO 200 and 240 Earth Science and Lab	4

Required courses in Physics 8 hours

PHY 211 and 241 General Physics I and Lab	4
PHY 212 and 242 General Physics II and Lab	4

Required courses in Mathematics 7–10 hours

Prerequisite: MAT 144 or competency	
MAT 211 Calculus I	4
MAT 245 Statistics I	3

B.A. in Environmental Studies

Required courses in Biology 16 hours

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	4
BIO 234 and 244 Principles of Ecology and Lab	4
BIO 325 Environmental Science	4

Required courses in Physical Science 15 hours

CHE 111 and 141 General Chemistry I and Lab	4
CHE 112 and 142 General Chemistry II and Lab	4
GEO 200 and 240 Earth Science and Lab	4
PHY 100 Principles of Physical Science	3
Electives chosen from the following	6
BIO 211 and 241 Plant Biology and Lab (4)	
BIO 222 and 242 Invertebrate Zoology and Lab (4)	
BIO 358 Aquatic Field Studies (2)	
BIO 359 Terrestrial Field Studies (2)	
GEO 326 Environmental Resources (3)	

Required course in Mathematics 3 hours

MAT 245 Statistics	3

Required courses in Humanities, Economics, Communication, & Social Sciences 24 hours

PHI/REL 345 Environmental Ethics	3
ECO 101 Principles of Microeconomics	.3
ENG 358 Advanced Composition	3
Electives chosen from the following	15
COM 370 Nonverbal Communication (3)	
COM 400 Special Topics (3)	
ECO 356 Public Policy Economics (3)	
GEO 302 Economic Geography (3)	
HIS 300 Introduction to Public History (3)	
POL 331 Environmental Politics (3)	
POL 340 State and Local Government (3)	
SOC 374 Social Research Principles (3)	
SOC 430 Population Dynamics (3)	
SOC 432 Sociology of Organizations (3)	

Required culminating course 3 hours

ENS 930 Community Internship or ENS 498 or 499 Honors Thesis or Research	3

MINOR IN BIOLOGY 20 HOURS

BIO 101 and 141 General Biology I and Lab	4
BIO 102 and 142 General Biology II and Lab	.4
Electives in BIO 200 or above	12

LICENSURE

Middle grades (6–9) licensure in science is available to students in any major who complete these minimum requirements: BIO 101, 141, 102, 142, CHE 111, 141, PHY 100, GEO 200, GEO 240 and SCI 764. Secondary (9–12) licensure in Biology is available to students who satisfy the requirements for either a BA or a BS in Biology following the Program Requirements for Secondary Teacher Education listed on pp. 79.

CLINICAL LABORATORY SCIENCES

The Department of Clinical Laboratory Sciences, School of Allied Health Professionals, Medical College of Virginia Campus, Virginia Commonwealth University guarantees admission into the Master of Science program in clinical laboratory sciences for Meredith College students with the following qualifications:

- Baccalaureate Degree in Biology
- Minimum GPA of 3.25
- Minimum Science GPA of 3.0
- Minimum TOEFL of 570 for international students whose native language is not exclusively English.
- The GRE must be taken within the first enrolled year, but the results are to be used for record keeping purposes only.
- In the event that all positions in the class are filled, applicants accepted under this agreement will be given first priority when space becomes available.

— For Biology courses, see pages 120–123.
—For Science courses, see page 176.

THE SCHOOL OF BUSINESS

Professor Rotondo, Dean; Professor Wessels, Head; Professors Oatsvall and Wakeman; Associate Professors Bledsoe, Dutton, Hurt, Langenderfer, Lenard and York; Assistant Professors Barnes, Liao, Mishra, and Nye; Adjuncts Damico, Eubanks, Lowe-Reed, and Steele.

The School of Business offers the following degree options:

- B.S. with a major in Accounting,
- B.S. with a major in Business Administration,
- B.A.with a major in Economics,
- Master of Business Administration (MBA), and
- B.S./M.B.A. option for accounting majors.

In today's economy, employers increasingly insist on employees who are both trained in the liberal arts and prepared to become productive employees. The School of Business builds upon Meredith's strong liberal arts foundation by helping our students prepare for fulfilling and productive careers. This combination gives our students a tremendous competitive edge when entering the job market. We have an active internship program that places our students with companies such as Morgan Stanley, Wachovia, Northwestern Mutual Financial Network, the Equal Employment Opportunity Commission, IBM, and local law firms, radio and TV stations, and technology companies. Graduates of the Business School leave with the knowledge and skills to excel in professional positions.

The Business School provides a number of other learning experiences through an executive lecture series, corporate partnerships, and other interactions with the business community. Students are also able to make professional connections to the business community by participating in the four clubs that the school sponsors. The clubs are the Accounting Association, Society for Human Resource Management, the Student Business Advisory Board, and the business honor society Delta Mu Delta.

Many of the courses for the B.S. degree with a major in Business Administration are available during the evenings through Undergraduate Degree Programs for Women Age 23+.

Mission Statement

Our **mission** is to provide an academically-challenging learning experience that develops critical-thinking skills in all areas of business administration, and which emphasizes teamwork, leadership, communication skills, and ethical decision-making. Excellent teaching is complemented by strong, collaborative faculty/student relationships, by faculty scholarship that enhances our curriculum, and by service to the College and to the central North Carolina region.

Objectives of the Accounting Major

Upon completion of the Accounting major, students will acquire a broadly-based education with a command of business knowledge, skills, and practice in the context of cultural, ethical, legal, and global environments and be able to:

- ○ Make business decisions and solve business problems using appropriate methods and models;
- ○ Communicate ideas, concepts and quantitative data in oral and written form;
- ○ Demonstrate collaboration and cooperation skills through participation in team-based projects as a team member and team leader;
- ○ Use ethical principles to make business decisions;
- ○ Use leadership skills to set goals, motivate others, and accomplish objectives;
- ○ Communicate economic and financial events to internal and external users through the preparation of financial reports and statements meeting professional and ethical standards;
- ○ Interpret and apply federal tax regulations to the determination of taxable income and the computation of tax liabilities for individuals.

Objectives of the Business Administration Major

Upon completion of the Business Administration major, students will acquire a broadly-based education with a command of business knowledge, skills, and practice in the context of cultural, ethical, legal, and global environments and be able to:

- ○ Make business decisions and solve business problems using appropriate methods and models;
- ○ Communicate ideas, concepts and quantitative data in oral and written form;
- ○ Demonstrate collaboration and cooperation skills through participation in team-based projects as a team member and team leader;
- ○ Use ethical principles to make business decisions;
- ○ Use leadership skills to set goals, motivate others, and accomplish objectives.

Objectives of the Economics Major

Upon completion of the Economics major, students will be able to:

- ○ analyze the theoretical foundation for business decision-making and apply that knowledge to business needs
- ○ generate and present qualitative and quantitative research that addresses social issues
- ○ utilize the various perspectives in economic thought to think, speak, and write cogently about the complexity of economic phenomena

CAREER DIRECTIONS

The Accounting Major prepares students for positions in public accounting, governmental and non-profit organizations, internal auditing, taxation, and management accounting. A major in Business Administration prepares students for a variety of careers in fields such as banking, consulting, human resource management and marketing. Students in the Economics Major prepare for research, planning and management positions in business, financial institutions, non-profit organizations or government agencies. Students with an interest in a particular area may consider completing a minor in the following areas:

* **Accounting**—for positions in public accounting, management accounting, financial analysis, cash management and tax planning;

* **Economics**—for positions involving research and analytical skills;

* **Finance**—for positions in banking and other financial institutions, or in positions involving planning and budgeting;

* **Human Resource Management**—for positions such as Benefits Administrator, Compensation Analyst, HR Generalist, Employee Relations Specialist or Recruiter;

* **International Business**—for positions in various functional areas of multinational corporations;

* **Marketing**—for positions involving direct selling, marketing research, advertising or market planning and promotion.

Additional courses in business and economics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the department head and arrange for it through the special studies options listed on page 41.

Students transfering in credits may not transfer in more than 50% of the credits for the major requirements in the School of Business.

The School of Business also awards the Master of Business Administration. Details of the M.B.A. program are available on the Business School website at **http:/www.meredith.edu/graduate/mba/default.htm**.

A special five-year program, the B.S./M.B.A. Option for Accounting, offers accounting majors the opportunity to meet the 150-hour education requirement of Certified Public Accountant (CPA) candidates as recommended by the American Institute of Certified Public Accounting (AICPA) and required by many states. Upon acceptance to the program, Meredith accounting students will begin taking graduate classes in their senior year and complete the M.B.A. in the summer and regular academic year following. Curriculum planning for the five-year program begins when the accounting major is declared.

Majors in the School of Business

All students majoring in Accounting, Business Administration, or Economics must complete at least 50% of the credit hours for that major at Meredith.

B.S. Degree with a Major in Accounting 63 hours

ACC 220 Financial Accounting	3
ACC 221 Managerial Accounting	3
ACC 325 Accounting Procedures, Systems, and Controls	3
ACC 330 Intermediate Accounting I	3
ACC 331 Intermediate Accounting II	3
ACC 333 Cost Accounting	3
ACC 336 Federal Taxation – Individuals	3
BUS 300 Principles of Management	3
BUS 310 International Business	3
BUS 340 Business Law and Ethics	3
BUS 343 Operations Management	3
BUS 348 Organizational Behavior	3
BUS 360 Principles of Marketing	3
BUS 370 Corporation Finance	3
BUS 495 Business Policy	3
ECO 100 Principles of Macroeconomics	3
ECO 101 Principles of Microeconomics	3
MAT 245 Statistics I (or equivalent)	3
Electives chosen from the following	9
ACC 337 Federal Taxation – Corporations and Partnerships (3)	
ACC 436 Selected Topics in Accounting (3)	
ACC 437 Advanced Accounting (3)	
ACC 438 Auditing (3)	
BUS 472 Intermediate Financial Management (3)	

B.S. Degree with a Major in Business Administration 51 hours

ACC 220 Financial Accounting	3
ACC 221 Managerial Accounting	3
BUS 300 Principles of Management	3
BUS 310 International Business	3
BUS 340 Business Law and Ethics	3
BUS 343 Operations Management	3
BUS 348 Organizational Behavior	3
BUS 360 Principles of Marketing	3
BUS 370 Corporation Finance	3
BUS 495 Business Policy	3
ECO 100 Principles of Macroeconomics	3
ECO 101 Principles of Microeconomics	3
MAT 245 Statistics I (or equivalent)	3
Electives chosen from the following	12
Any ACC, BUS, or ECO courses at the 300 level or higher	

B.A. Degree with a Major in Economics 30 hours

ECO 100 Principles of Macroeconomics	3
ECO 101 Principles of Microeconomics	3
ECO 300 Intermediate Macroeconomics	3
ECO 301 Intermediate Microeconomics	3
MAT 245 Statistics I	3
Electives chosen from the following	15
ECO 324 History of Economic Thought (3)	
ECO 334 International Economics (3)	
ECO 335 Gender and the Economy (3)	
ECO 355 Money and Banking (3)	
ECO 356 Public Policy Economics (3)	
ECO 364 Labor Economics (3)	
ECO 435 Comparative Economic Systems (3)	
ECO 498 Honors Thesis in Economics (3)	
ECO 499 Research in Economics (3)	
BUS 472 Intermediate Financial Management (3)	
BUS 474 Investment Analysis & Portfolio Management (3)	

Students in the major, particularly those planning to pursue graduate studies, are urged to take MAT 211 as well.

MINORS IN BUSINESS

The school offers minors in accounting, business administration, economics, finance, human resource management, international business, and marketing. At least 12 of the 21 hours must be taken at Meredith. Minors are available to all students except as noted below.

Accounting 21 hours (Not available to Accounting majors.)

ACC 220 Financial Accounting	3
ACC 221 Managerial Accounting	3
ACC 325 Accounting Procedures, Systems, and Controls	3
ACC 330 Intermediate Accounting I	3
ACC 331 Intermediate Accounting II	3
Electives chosen from the following	6
ACC 333 Cost Accounting (3)	
ACC 336 Federal Taxation—Individuals (3)	
ACC 337 Federal Taxation—Corporations and Partnership (3)	

Business Administration 21 hours (Not available to Accounting or Business Administration majors.)

ACC 220 Financial Accounting	3
BUS 300 Principles of Management	3
BUS 360 Principles of Marketing	3
ECO 100 Principles of Macroeconomics or ECO 101 Principles of Microeconomics	3
Electives chosen from the following	9
ACC 221 Managerial Accounting (3)	
BUS 310 International Business (3)	
BUS 340 Business Law and Ethics (3)	
BUS 343 Operations Management (3)	
BUS 348 Organizational Behavior (3)	
BUS 350 Human Resource Management (3)	
BUS 370 Corporation Finance (3)	
ECO 300 Intermediate Macroeconomics (3) or ECO 301 Intermediate Microeconomics (3)	

Economics 18 hours (Not available to Economics majors.)

ECO 100 Principles of Macroeconomics	3
ECO 101 Principles of Microeconomics	3
ECO 300 Intermediate Macroeconomics	3
ECO 301 Intermediate Microeconomics	3

Electives chosen from the following 6
  BUS 474 Investment Analysis and Portfolio Management (3)
  Any ECO course 300 or 400 level

Finance 21 hours

*ACC 220 Financial Accounting 3
ACC 221 Managerial Accounting 3
BUS 370 Corporation Finance 3
Prerequisite: MAT 245 Statistics I (or equivalent) 3
BUS 472 Intermediate Financial Management 3
*ECO 101 Principles of Microeconomics 3
Elective chosen from the following 3
  ACC 336 Federal Taxation—Individuals (3)
  BUS 474 Investment Analysis and Portfolio Management (3)
  ECO 301 Intermediate Microeconomics (3)
  ECO 355 Money and Banking (3)

* Accounting and Business Administration majors must choose two additional electives (6 hours) for this requirement in lieu of ACC 220 and ECO 101 for a total of 9 hours of electives.

Human Resource Management 21 hours

ACC 220 Financial Accounting
  or ECO 101 Principles of Microeconomics 3
BUS 300 Principles of Management 3
BUS 348 Organizational Behavior 3
BUS 350 Human Resource Management 3
Electives chosen from the following 9
  BUS 352 Training and Development (3)
  BUS 452 Compensation and Benefits (3)
  BUS 458 Employee Relations Management (3)
  BUS 481 Human Resource Management Internship (3)
  ECO 335 Gender and the Economy (3)
  ECO 364 Labor Economics (3)

International Business 21 hours

*ACC 220 Financial Accounting 3
BUS 300 Principles of Management 3
BUS 360 Principles of Marketing 3
BUS 310 International Business 3
BUS 369 International Marketing 3
* ECO 100 Principles of Macroeconomics 3
ECO 334 International Economics 3

* Accounting and Business Administration majors must choose two additional electives (6 hours) from the following list in lieu of ACC 220 and ECO 100.

Electives chosen from the following
  GEO 205 World Regional Geography (3)
  or GEO 322 Economic Geography (3)
  or GEO 368 Political Geography (3)
  POL 210 International Politics (3)
  or POL 320 International Political Economy
  SPA 301 Business Spanish (3)
  or FRE 301 Business French (3)
  REL 102 World Religions (3)
Study Abroad Experience including courses that contain comparative cultural experience (for example: IDS 300 or IDS 301).

Marketing 21 hours

ACC 220 Financial Accounting
  or ECO 101 Principles of Microeconomics 3
BUS 300 Principles of Management 3
BUS 360 Principles of Marketing 3
BUS 361 Consumer Behavior 3
Electives chosen from the following 9
  BUS 365 Marketing Research (3)
  BUS 369 International Marketing (3)
  BUS 466 Sales Management (3)
  BUS 467 Advertising and Sales Promotion (3)
  BUS 468 Marketing Management and Planning (3)

— For Accounting courses, see pages 115–116.
— For Business courses, see pages 124–125.
— For Economics courses, see pages 137–138.

Career Studies

Director Sumerel; Associate Director Sumner, Employer Relations; Assistant Director Losordo, Career Development.

The **purpose** of Career Studies at Meredith College is to facilitate the career development of Meredith students through classroom and experiential learning. Early and informed career planning can make a vital difference to today's college graduate. The programs of the Meredith College Career Center are designed to equip students with the knowledge, skills, and tools to translate education and experience into rewarding careers.

Career Planning Seminars are one-hour pass/fail courses taught on two levels. CPS 101 for freshmen and sophomores uses self-assessment and career exploration to assist students in selecting academic majors. CPS 301 helps junior and senior students relate chosen majors to career fields and to develop job search skills and strategies. Cooperative Education (COE) courses provide the opportunity for students to apply academic knowledge in job situations while confirming career choices and gaining valuable workplace experience. Career Studies at Meredith College serve as an important bridge between academic pursuits and career goals.

— For Career Planning Seminar courses, see pages 125–126.
— For Cooperative Education courses, see page 132.

Chemistry, Physics, and Geoscience

Professor Powell, Head; Professor Shiflett, Associate Professor Lewis; Assistant Professor Schmidt; Laboratory Technician Sen; Adjuncts Jacobs, Keary, and Patchus.

The **purpose** of the Department of Chemistry, Physics, and Geoscience is to provide courses and programs of academic excellence in chemistry, physics and geoscience that will

- enable majors and minors to attain their educational and career goals; and
- prepare all students to live as informed and responsible citizens with a global and environmental awareness in a world where ideas and events are strongly influenced by science and technology.

All students completing courses in the department will

- develop a knowledge of scientific discovery and process;
- improve their ability to reason and critically analyze evidence and support for information; and
- become scientifically literate in one or more of the disciplines in the department (astronomy, chemistry, physics, or geoscience).

In addition, chemistry majors will

- acquire a knowledge of inorganic, organic, analytical, and physical chemistry,
- develop the skills and knowledge necessary to work competently and safely in a chemistry laboratory,
- be able to employ current research tools and strategies,
- acquire the knowledge and skills necessary to pursue graduate or professional studies or careers in chemistry or teaching,
- understand the dynamic nature of science and the necessity for continuing education.

The department offers introductory courses in chemistry, physics, geography, and geoscience to satisfy the general education needs of students. Students who desire more advanced study may choose a minor in chemistry, chemical physics, geography, or they may pursue a major in chemistry leading to a B.A. or a B.S. degree.

The major in chemistry for the B.A. degree is designed to allow maximum flexibility. It is a good option for students treating chemistry as a second major. The major in chemistry for the B.S. degree has more specific requirements than does the major for the B.A. degree. A major in chemistry, in addition to providing a well-rounded education, specifically prepares students for graduate school, a career in the chemical industry, teaching, or a variety of health related fields such as dentistry, medicine, medical technology, pharmacy, or veterinary science.

Chemistry majors are strongly encouraged to enhance their professional training by participating in internships, undergraduate research, or the cooperative education program.

Courses in the physical sciences are also available at North Carolina State University under Cooperating Raleigh Colleges.

Students who wish advanced study and research in chemistry and physics should consult with the department head and arrange for it through the special studies options.

ENGINEERING DUAL DEGREE

An Engineering Dual Degree Program is available to Meredith College students. In this 5-year program, a student can receive a Bachelor of Arts degree from Meredith College in chemistry and either a B.S. in Chemical Engineering or a B.S. in Environmental Engineering from NCSU. For details of the program see p. 52. Other engineering dual degree combinations can be found on p. 98 (math). Interested students should contact Dr. Charles Lewis, the Engineering Program Coordinator at Meredith before registering for the first semester at Meredith College.

Majors in Chemistry

Core Curriculum 24 hours

CHE 111, 141 General Chemistry I & Lab	4
CHE 112, 142 General Chemistry II & Lab	4
CHE 221, 241 Organic Chemistry I & Lab	4
CHE 222, 242 Organic Chemistry II & Lab	4
CHE 350 Quantitative Analytical Chemistry	4
PHY 211, 241 General Physics I & Lab	4
PHY 212, 242 General Physics II & Lab	4
MAT 211 Calculus I	4

Bachelor of Arts with a major in Chemistry 45 hours

Core Curriculum	32
Additional hours in chemistry courses, including CHE 490, numbered 200 or above	7
Elective hours chosen from biology, chemistry, mathematics and physics at the 200 level or above	6

Bachelor of Science with a major in Chemistry 61 hours

Core Curriculum	32
CHE 420 Chemical Thermodynamics & Kinetics	3
CHE 430 Atomic & Molecular Structure	3
CHE 441 Experimental Physical Chemistry I	1
CHE 442 Experimental Physical Chemistry II	1
Elective chemistry courses numbered 200 or above	10
One hour selected from the following CHE 490 Seminar (1-2) CHE 498 Honors Thesis in Chemistry (3) CHE 499 Research (1-2) CHE 930 Special Studies (1-3) or cooperative education	1
MAT 212 Calculus II	4
MAT 220 Linear Algebra or MAT 354 Differential Equations	3
Elective chosen from the following BIO 101 General Biology I (3) CSC 101 Beginning Programming (3) MAT 220 Linear Algebra (3) MAT 354 Differential Equations (3)	3

MINORS IN CHEMISTRY AND GEOSCIENCE

Chemistry 20 hours

CHE 111, 141 General Chemistry I & Lab	4
CHE 112, 142 General Chemistry II & Lab	4
Electives chosen from the following	12
CHE 221/241 Organic Chemistry I & Lab(4)	
CHE 350 Quanititative Analytical Chemistry (4)	
CHE 222/242 Organic Chemistry II & Lab or CHE 436/446 BioChemistry & Lab (4) *(Prerequisite: BIO 101/141)*	
CHE 420/441 Chem. Thermodynamics & Kinetics or *(Prerequisites: PHY 211/241, PHY 212/242 and MAT 211)*	
CHE 430/442 Atomic & Molecular Structure or CHE 474 Inorganic & Bioinorganic Chemistry (3)	

Chemical Physics 19 hours

CHE 111, 141 General Chemistry I & Lab	4
CHE 112, 142 General Chemistry II & Lab	4
PHY 211, 241 General Physics I & Lab *(Prerequisite: MAT 211)*	4
PHY 212, 242 General Physics II & Lab	4
CHE 420 Chem. Thermodynamic & Kinetics or CHE 430 Atomic & Molecular Structure	3

Geoscience 22 hours

GEO 200, 240 Earth Science & Lab	4
GEO 205 World Regional Geography *(Prerequisite: CHE 111/141)*	3
Electives chosen from geoscience courses at the 200 level or above (at least 3 of these hours must be at the 300 level)	8

All elective hours must be approved by the department head.

Teacher licensure is available in B–K, K–6, 6–9 science concentration and 9–12 chemistry. See licensure requirements in the School of Education listing.

— For Chemistry courses, see pages 126–127.
— For Geoscience courses, see pages 149–150.
— For Physics courses, see pages 169–170.

Communication

TBA, Head; Associate Professor Ross; Assistant Professors Spero and Yamada; Adjuncts Brewer, Mayberry, and McCormick.

The Communication Department offers interpersonal and mass communication courses as well as other educational opportunities to give students the communication skills and knowledge needed for personal and professional success.

Objectives/Goals of the Department of Communication
Upon completion of the Communication program, students will be able to

1. demonstrate research and methods used in the communication discipline
2. demonstrate a knowledge of the basic theories that are the foundation of the discipline
3. critically address legal & ethical issues in different communication contexts
4. promote multiple perspectives on the discipline
5. participate in an internship to gain experiential knowledge and practice
6. integrate a gender-inclusive and interculturally diverse perspective on the discipline
7. apply up-to-date information and developments in the field of communication
8. participate in a supportive community for personal, academic, and professional growth for faculty and students
9. experience high quality advising to help them meet individual needs
10. demonstrate communication skills in interpersonal, group, public, and mass communication contexts
11. develop appropriate writing methods for public communication, public relations, and the media

Majors in Communication

Candidates for the Bachelor of Arts with a major in communication must take 29/30 hours of core requirements and 18 hours of their chosen concentration, for a total of 47/48 hours. The concentrations offered are Mass Communication and Interpersonal Communication. Both concentrations require one writing intensive course and a minimum of 6 hours at the 300 or 400 level.

Required Major Courses

COM 100 Introduction to Communication Studies	3 hrs
*COM 200 Communication Research Methods	3 hrs
COM 225 Public Speaking	3 hrs
COM 260 Interpersonal Communication	3 hrs
COM 290 Introduction to Mass Communication	3 hrs
COM 350 Business & Professional Communication	3 hrs
*COM 380 Communication Ethics	3 hrs
COM 390 Intercultural Communication	3 hrs
COM 495 Communication Theory	3 hrs
one of the following	
COM 410 Communication Senior Thesis	2 hrs
COM 498 Honors Thesis	3 hrs

Concentration in Mass Communication Studies 18 hours

COM 310 Public Relations	3
COM 320 Media Law	3
COM 360 Writing for the Media	3
COM 425 Media, Culture and Society	3
COM Approved Elective	3
COM 930 Mass Communication Internship	3

Mass Communication Electives 3

Select any two of the following three-credit-hour courses for six hours

ART 130 Photography I (3)
ART 240 Intro to Graphic Communication (3)
ART 230 Photography II (3)
ART 330 Photographic Tech. & Processes (3)
BUS 360 Prinicples of Marketing (3)
BUS 365 Marketing Research (3)
BUS 466 Sales Management (3)
BUS 467 Advertising & Sales Promotion (3)
COM 299 Research Project (3)
COM 230 Video Production (3)
COM 400 Special Topics in Communication (3)
ENG 150 Apprenticeship—*The Herald* (3)
ENG 240 Introduction to Film (3)
ENG 245 Introduction to Journalism (3)
ENG 247 Introduction to Professional Editing (3)
ENG 358 Professional Writing (3)
POL 301 Constitution and Rights of Americans (3)
THE 140 House Management (1)
THE 141 Publicity (1)
THE 142 Box Office (1)

Interpersonal Communication Concentration 18 hours

COM 370 Nonverbal Communication. 3
COM 375 Gender Communication. 3
COM 390 Intercultural Communication. 3
COM 930 Internship. 3
Electives chosen from the following: 6
  BUS 300 Principles of Management (3)
  BUS 348 Organizational Behavior (3)
  BUS 350 Human Resource Management (3)
  BUS 352 Training and Development (3)
  BUS 361 Consumer Behavior (3)
  CD 335 Marriage/Family Relationships (3)
  COM 299 Research Project (3)
  COM 300 Small Group Communication (3)
  COM 325 Oral Interpretation of Literature (3)
  COM 400 Special Topics in Communication (3)
  COM 450 Relational Communication (3)
  PHI 210 Critical Thinking (3)
  POL 301 Const & Rights of Americans (3)
  PSY 212 Psychology of Gender Roles (3)
  PSY 312 Psych of Exceptional Indiv (3)
  PSY 332 Perception (3)
  PSY 410 Social Psychology (3)
  PSY 432 Memory, Language and Cognition (3)
  SOC 260 Cultural Anthropology (3)
  SOC 335 Race and Ethnic Relations (3)
  THE 140 House Management (1)
  THE 141 Publicity (1)
  THE 142 Box Office (1)

MINOR IN COMMUNICATION 18 HOURS

COM 100 Introduction to Communication Studies 3
COM 225 Public Speaking. 3
COM 260 Interpersonal Communication 3
COM 495 Communication Theory. 3
Choice of 2 additional courses in Communication
or approved electives. 6

—For Communication courses, see pages 128–129.

Dance and Theatre

Professor Rodgers, Head; Professors Shapiro and Colwell-Waber; Assistant Professors Finley, Cuthrell and Roten; Instructor Torres; Adjuncts Burris, Droessler, Hartley, Hoban, Nicholas-Walker and Rainey; Accompanist Wilemon; Technical Supervisor and Facilities Coordinator Brown.

The Department of Dance & Theatre offers a major in Dance with concentrations in Dance Education, Performance & Choreography, and Private Studio Teaching, and a major in Theatre, K–12 Licensure to teach Theatre, and a concentration in Musical Theatre. Our varied performance opportunities include annual dance concerts and main stage theatre productions, plus several studio productions in each program. Auditions for both Meredith Dance Theatre and Meredith Performs Theatre are open to all Meredith College students. Many of our courses fulfill general education requirements.

The Meredith Dance & Theatre Department creates for students and faculty a laboratory for technical skill development, creative exploration, and artistic scholarship. We strive to instill a passion for and an understanding of dance and theatre as forms of artistic expression and as means for personal development and deep learning. We seek to provide quality instruction and performance opportunities that positively impact the lives of all our constituencies: department minors and majors, the Meredith college community, and the local and regional communities.

The **purpose** of the Department of Dance & Theatre is to offer programs that will

- Support the Aesthetics & the Arts component, the Cultural Perspectives component, and the Health & Physical Learning component of general education;
- Offer a major in Dance with concentrations in Dance Education, Performance & Choreography, and Private Studio Teaching;
- Offer a major in Theatre and a concentration in Musical Theatre;
- Offer preparation for teacher licensure in Dance K–12 and Theatre K–12;
- Offer experiential learning and performance opportunities in dance and theatre;
- Enrich the cultural and aesthetic life of the Meredith College community; and
- Encourage student involvement in dance and theatre beyond the Meredith community through service learning, internships, travel, participation in productions and arts organizations, and partnerships with lab schools.

The **goals** of the Department of Dance & Theatre are upon the completion of the program students will be able to:

- ○ Explore their creative voices;
- ○ Engage in rigorous intellectual endeavors;
- ○ Develop critical thinking skills;
- ○ Acquire strong oral and written communication skills;
- ○ Understand and apply technology related to the specific areas of Dance & Theatre;
- ○ Develop an understanding of the role of dance and theatre in a broader social and historical context;
- ○ Appreciate the contributions of diverse cultures to dance and theatre;
- ○ Identify themselves as artists who possess the craft, discipline, and commitment to contribute to their art form;
- ○ Prepare themselves for a professional career in dance or theatre;
- ○ Become an artistic resource to the Meredith community and beyond; and
- ○ Accumulate the knowledge and experiences necessary to actively support the arts throughout their lifetimes.

The **objectives** of the Department of Dance & Theatre are to meet our stated goals by

- ○ Offering classes, performance opportunities, internships and partnerships, and research opportunities that challenge and encourage the creative and intellectual process,
- ○ Creating an active learning environment in which students learn the technological skills necessary for producing and promoting their art,
- ○ Weaving into the curricula and productions the tools for understanding and appreciating diverse cultures and their contributions to the arts,
- ○ Interacting closely with students as advisors and role models to ensure their growth as artistic professionals.

In addition to their courses of study, the Department of Dance & Theatre offers students unique opportunities to study with renowned guest teachers, choreographers, playwrights, actors, and directors each year. The Dance Program's annual guest artist residency and Master Artist Teaching Series has brought such nationally acclaimed artists such as Bebe Miller, Lisa Race, and Gerri Houlihan to campus to teach and create work with Meredith students. The Theatre Program typically presents a musical, a theatre for youth production, a classical piece, and a contemporary play each year. In addition, several student-led productions are performed. Guest artists often perform or serve as guest directors.

The Dance Program hosts the annual North Carolina Dance Festival, which offers students the chance to perform with and help produce the work of North Carolina's best choreographers. Dance students also participate in the American College Dance Festival annually, where they attend master classes and present work for adjudication. Each year, the Theatre Program participates in the Kennedy Center American College Theatre Festival. This opportunity allows students to appreciate the work being done at institutions of higher education all over the state and to compete for prestigious graduate school scholarships.

CAREER DIRECTIONS

Dance majors are prepared for careers in education, private studio teaching, and professional performance. Recent graduates teach in the schools, own and operate studios, and are actively producing their work. Likewise, **Theatre** majors are prepared for careers in education, further graduate studies, performance, design, or directing. Recent graduates are studying for their Master of Fine Arts degrees, teaching in the public schools, and pursuing careers in professional theatre.

Dance Majors

The **Performance and Choreography Concentration** prepares the dance artist. The program provides for experiences which further refine the student's technical, creative, and performance abilities. There is also a focus on the production aspects of dance as a performing art form. In addition to the core curriculum of 44 credit hours, the student completes 25 credit hours specified to fulfill the concentration requirements.

The **Private Studio Teaching Concentration** prepares the student for teaching dance in private studio and community settings. In addition to the core curriculum of 44 credit hours, the student completes an additional 23 credit hours which provide experiences in performance, production, business, and teaching.

The **Dance Education Concentration** program of study prepares students as dance educators. Students will be prepared as candidates for North Carolina K-12 licensure; see specific requirements in the teacher education section of this catalogue. In addition to the core curriculum of 44 credit hours, the student completes 36 credit hours in the Dance Education Concentration.

Dance majors/minors are required to take all dance activity courses which fulfill the requirements for the Dance major for a grade. Activity courses taken to satisfy general education requirements are taken pass/fail. All dance activity courses taken to fulfill requirements for the Dance major may count toward graduation.

Theatre Majors

Candidates for the **Bachelor of Arts in Theatre** must earn 36 hours of credit. The required core courses encourage students to study all aspects of theatrical production. The additional courses provide the opportunity for the individual student to customize her course of instruction in consultation with her major advisor toward a greater overview or toward a focus on performance or production.

The **interdisciplinary concentration in Musical Theatre** is designed to include studies in professional aspects of musical theatre; achievement as a competent singer-actor; development of basic theatrical and movement skills appropriate to musical theatre; development in basic musical skills, emphasizing vocal studies and sight-singing; developing repertory and audition techniques; and opportunities to perform in a variety of formal and informal settings.

The **K–12 Teaching Licensure in Theatre** is designed for those students who wish to pursue the teaching of theatre as a profession. This program prepares students for licensure by the North Carolina Department of Public Instruction to teach theatre in grades K–12.

The **goals** of the curriculum are to insure

- competency in the teaching of theatre by guiding the student's involvement in public performance of theatre;
- development of visual and aural perceptions related to performance;
- understanding of developmental and activity-oriented production processes such as acting, directing, scenic design, costume design, writing of traditional experimental theatrical forms, and basic technical operations related to productions;
- familiarity with and competence in fundamental theatre techniques;
- acquaintance with the historical and cultural dimensions of theatre as they include the works of leading playwrights, actors, directors, and designers, both past and present;
- understanding and evaluation of contemporary thinking about theatre and related arts; and,
- informed assessment of quality in works of theatre.

The **objectives** for the curriculum are to develop theatre teachers who would help students by

- communicating what playwrights seek to convey and how that is intensified through theatrical production;
- assisting them in using and controlling the emotions for communication, strengthening the imagination, expanding intellectual horizons to include an aesthetic awareness, and providing a basic understanding and critical appreciation of theatre arts;
- promoting skills in observation and communication and the ability to exercise critical thinking and make decisions through theatrical experiences;
- encouraging their confidence, creative potential, personal discipline, involvement in the creative process, and ability to work effectively with others; and,
- preparing them for future education, avocational and/or vocational theatre arts experiences.

Majors in Dance and Theatre

Dance

The requirements for a major in dance shall include fulfillment of general education requirements, the 44 credit hour core curriculum in dance, and requirements for one area of concentration in dance:

The Core 44 credit hours

DAN 150 Perspectives in Dance	1
DAN 159 Movement Improvisation I.	2
DAN 200 Dance in Society	3
DAN 250 Movement Fundamentals.	2
DAN 255 Movement Fundamentals Lab.	1
DAN 256 Composition I	3
DAN 257 Music for Dance	2
DAN 350 Movement Fundamentals II	3
DAN 352 Dance Repertory	2
DAN 356 Dance Composition II	3
DAN 359 Dance History	3
THE 246 Lighting and Sound	3
Dance Technique chosen from the following	10
DAN 251,351, and/or 451; Ballet II, III, and/or IV (2)	
DAN 253,353, and/or 453; Modern II, III, and/or IV (4)	
DAN 254,354, and/or 454; Jazz II, III, and/or IV (1)	
DAN 152, Folk and Square Dance (For Licensure Only) (1)	
DAN 156 World Dance (1)	
Techniques Electives (2-3)	
HED 282 Prevention and Care of Injuries	2
BIO 322/342 Human Anatomy and Physiology	4

Performance and Choreography Concentration 69 hours

The Dance Core Curriculum.	44
DAN 252 Participation in Choreographic Projects.	2
DAN 258 Mind/ Body Integration	2
DAN 259 Improvisation II.	2
DAN 462 Dance Practicum in Choreography	3
DAN 463 Dance Practicum in Technical Theatre.	1
DAN 455 Performing Arts Administration	3
DAN 456 Meredith Dance Theatre	4
Dance Technique	5
above 200 level (Modern (2), Ballet (2), Jazz (1)	
THE 224 Acting 1	3

Private Studio Teaching Concentration 66 hours

The Dance Core Curriculum.	44
DAN 355 Creative Arts Touring Company	2
DAN 357 Creative Arts Touring Company Assistantship.	1
DAN 464 Dance Practicum in Field Teaching In a Private Studio	2
DAN 455 Performing Arts Administration	3
DAN457 Pedagogy in Dance Technique	1
DAN 463 Practicum in Technical Theatre	1
DAN 761 Theory and Methods of Teaching, K–6.	3
DAN 762 Theory and Methods of Teaching, 7–12	3
THE 247 Costuming and Makeup	3
COM 260 Interpersonal Communication	3

Dance Education Concentration 81 hours

The Dance Core Curriculum.	44
DAN 355 Creative Arts Touring Company	2
DAN 357 Creative Arts Touring Company Assistantship.	1
DAN 761 Theory and Methods of Teaching, K–6.	3
DAN 762 Theory and Methods of Teaching, 7–12	3
DAN 763 Reflective Teaching	3
EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology.	3
EDU 241 Introduction to Instructional Media	1
EDU 440 Seminar in Education	1
EDU 450 Reading in the Content Areas	2
EDU 490 Observation and Directed Teaching	6
PSY 210 Life Span Developmental Psych or 310 Developmental Psychology of Children and Adolescents.	3
PSY 312 Psychology of Exceptional Individuals.	3
SOC 335 Race and Ethnic Relations	3

Theatre

Theatre 36 hours

THE 114 Introduction to Theatre	3
THE 224 Acting I	3
THE 130-142 Practica (at least three different areas)	3
THE 245 Stagecraft	3
THE 316, 317 History of Theatre I & II	6
ENG/THE 350 Modern Drama or ENG 355 or 356 Shakespeare	3
THE 490 Project: area of specialization	1–3
Electives chosen from the following	12

- THE 130-142 Theatre Practica (areas of study to be determined in consultation with major advisor) (1–3)
- THE 150 Voice and Articulation (3)
- THE 214 Creative Dramatics (3)
- THE 246 Lighting and Sound (3)
- THE 247 Costume and Makeup (3)
- THE 299 Research in Theatre (1–3)
- THE 320 Puppetry (3)
- THE 324 Acting II (3)
- THE 335 Scenic Design and Painting (3)
- THE 425 Directing (3)
- THE 480 Internship (1– 3)
- THE 496 Seminar in Musical Theatre (3)
- THE 498 Honors Thesis (3)
- THE 499 Research in Theatre (1–3)

Students majoring in theatre are expected to participate in all aspects of departmental productions.

K–12 Licensure in Theatre 81–83 hours

The general education requirements of the College which much include these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Theatre Licensure Requirements (K–12) 48–50 hours

THE 150 Voice & Articulation	3
COM 330 Video Production	3
DAN 159 Movement Improvisation	2
THE 114 Introduction to Theatre	3
THE 130 Performance Practicum	1
THE 137 Stage Management Practicum	1
THE 141 Publicity Practicum	1
THE 214 Creative Dramatics	3
THE 224 Acting I	3
THE 245 Stagecraft	3
THE 246 Lighting & Sound	3
THE 247 Costume & Makeup	3
THE 316 317, History of Theatre I & II	6
THE 320 Puppetry	3
THE 350 Modern Drama or ENG 355 or 356 Shakespeare	3
THE 425 Directing	3
THE 490 Project: area of specialization	1–3
THE 496 Seminar in Musical Theatre	3

Professional Education Courses 24 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 241 Introduction to Instructional Media Materials	1
EDU 255 Literature for Children and Early Adolescents	2
EDU 440 Seminar In Education	1
EDU 450 Reading in the Content Area	2
EDU 467 The Secondary School	3
EDU 490 Observation and Directed Teaching	6
THE 735 Methods of Teaching Theatre K–12	3

The K–12 teaching licensure in theatre is designed for those students who wish to pursue the teaching of theatre as a profession. This program will result in licensure by the North Carolina Department of Public Instruction to teach theatre in grades K–12. See specific requirements in the School of Education section that follows.

Concentration in Musical Theatre 18 hours

MUS 100, 101 Theory	6
MUS 150, 151 Ear-Training	2
MUA 154, 254 Voice	6
Piano study chosen from the following	1
MUA 040 Beginning Class Piano (1)	
MUS 140 Elementary Key Board (1)	
MUA 044 Preparatory Piano (1-4)	
MUA 144 Piano I (1-4)	
DAN 251, 351, or 451 (Ballet II, III, or IV)	1
DAN 253, 353, or 453 (Modern II, III, or IV)	1
DAN 254, 354, or 454 (Jazz II, III, or IV)	1

In addition, students are expected to demonstrate proficiency in tap equivalent to that attained by a semester of instruction at the collegiate level.

MINORS IN DANCE AND THEATRE

Dance 21 Hours

Dance Technique chosen from two of the following categories at or above the 200 level: Ballet, Modern Dance, Jazz	8
DAN 150 Perspectives in Dance	1
DAN 159 Movement Improvisation	2
DAN 256 Dance Composition I	3
DAN 359 Dance History	3
Electives chosen from DAN 200, 250, 252, 255, 257, 258, 259, 352, 355, 356, 357, 455, 456, 761, 762 or 940's (approved by Dance faculty advisor)	4

Theatre 18 hours

THE 114 Introduction to Theatre	3
Approved courses in Theatre	15

—For Dance courses, see pages 134–137.
—For Theatre courses, see pages 182–183.

Meredith College also offers an interdisciplinary minor in **Arts Management.** Please see page 62 of the catalog for information.

Education

Associate Professor Delaney, Head; Professors Gleason, and Parker; Associate Professors Graden, Marr, and McKinney; Assistant Professors Olson, Roberts, Schrock; Adjuncts Midgett and Torgerson.

Mission Statement

The **mission** of the Teacher Education program is to prepare educators who have the knowledge, skills and values to effectively teach all students. With a foundation in the liberal arts, Meredith College students are transformed by a rigorous education that fosters leadership, promotes reflective practice, and cultivates passion for learning and the art of teaching. We develop teachers who appreciate their significant role in a diverse society.

The Department provides undergraduate programs which lead to the North Carolina Standard Professional 1 license.

The Department offers the following licensure program options at the undergraduate level:

○ Birth through kindergarten (B-K)
○ Elementary education (K-6)
○ Middle grades education (6-9): language arts, mathematics, science, and social studies
○ Secondary education (9-12): English, mathematics, comprehensive science and social studies
○ Special subject area education (K-12): art, music, dance, English as a second language, theatre, French, Spanish and physical education
○ Workforce development education (7-12): family and consumer sciences

Although there are common elements between the licensure areas, each is a distinct program and is designed for a specific purpose. The requirements for each program are outlined on pages 78–86.

Master of Education Degree Program

The Master of Education degree program is for the K–12 teacher who has a baccalaureate degree and a teaching license. The three areas offered, which lead to a North Carolina M-level license, include: elementary education, English as a second language and reading. Licensure-only options include Reading (K–12) and ESL (K–12). A graduate catalogue which provides complete information about the program can be obtained from the Education Department or from the John E. Weems Graduate School.

Goals

Courses in the Education Department provide the developing teacher or interested student with the knowledge, skills, and dispositions required to understand, analyze, and participate as leaders in schools. In accordance with our conceptual framework, the courses and fieldwork prepare our students to be teachers who:

○ **Demonstrate leadership**
○ **Understand content**
○ **Practice connected pedagogy**
○ **Exhibit culturally relevant and inclusive teaching**
○ **Engage in reflective teaching**
○ **Utilize continuous assessment**

Learning Outcomes

Upon completion of any undergraduate licensure program, our students will:

○ **Understand the central concepts, tools of inquiry, and structures of the discipline(s) she teaches and create learning experiences that make these aspects of the subject matter meaningful to students.**
○ **Understand how children learn and develop and create learning opportunities to support their intellectual, social, and personal development.**
○ **Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners (e.g. LEP, exceptional, gifted/talented).**
○ **Understand and use varied instructional strategies to encourage students' critical thinking, problem solving, and performance skills.**
○ **Understand individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**
○ **Use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.**
○ **Understand the importance of instructional planning and design instruction based upon knowledge of the discipline, students, the community, and curriculum goals.**
○ **Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.**
○ **Engage in reflective practice and continually evaluate the effects of her choices and actions on others and demonstrate a professional commitment to teaching.**
○ **Foster relationships with parents, school colleagues and agencies in the larger community to support students' learning and well-being.**

Accreditation

Meredith College is an accredited institutional member of the National Council for Accreditation of Teacher Education (NCATE).

Admission to Teacher Education Program

Admission to **teacher education** is open to both degree and non-degree women students who meet the standards established by the college.

Meredith Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.)

A student who plans to teach should consider the available teacher education programs, confer with her advisor, and select one as early as is feasible but no later than the second semester of the sophomore year.

Students who plan to be middle grades education (6–9) teachers should confer with their advisors and select and declare a major compatible with one of the concentrations available to middle grades education (6–9) students at Meredith. (A second concentration is recommended.)

Students who plan to be secondary education (9–12) teachers, special subject area education (K–12) teachers, or occupational education teachers should confer with their advisors and select and declare a major compatible with the subject area in which they want to be licensed.

After selecting a major and the desired teacher education program, the student should go to the Office of the Registrar and formally declare the major and indicate the desired teacher education program.

The registrar will send a copy of the student's completed Declaration of Major form to the Education Department. Upon receipt of the form, a Teacher Education Handbook, and a packet of materials for Admission to Teacher Education will be sent to the student; also, a letter of notification will be sent to the student's advisor. The student should see that the Application for Admission to Teacher Education and all supporting materials are filed with the Education Department as soon as possible. (The specific requirements for completing the Application for Admission to Teacher Education packet are subject to change.) Completion of the application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching. **An applicant's overall grade point average must be 2.50 or above for admission to the program.**

Each completed application is reviewed in the Education Department and the applicant is notified of the admission decision by the dean. An applicant can appeal the admission decision to the Vice President for Academic Programs by letter.

Non-degree students (students with at least a baccalaureate degree who are enrolled in a program of study that does not lead to a degree awarded by Meredith College but does lead to an initial or additional N.C. teaching license.)

All non-degree students seeking initial North Carolina education licensure or an additional North Carolina education license should contact the Education Department.

Students with a baccalaureate degree from another institution who are seeking a North Carolina education license through Meredith College must meet teacher competency requirements through a program of study approved by the School of Education, Health and Human Sciences. They must take a minimum of 30 semester hours of course work at Meredith, which may include additional courses in general education and will include courses in the specific licensure areas and in professional education. Exceptions to these requirements will be determined on an individual basis.

A student may take only one-half of the professional education requirements (excluding student teaching) prior to program admission.

Before a student enrolls in a middle, secondary or K–12 methods class, she must be formally admitted to the teacher education program or have the permission of the instructor. If a student has a question about this policy, she should contact the Education Department.

Student Internship Requirements

The following requirements must be met before a student is admitted to the student internship:

1. Meet with the director of the program during the semester prior to block semester. There is a required meeting (date and time to be announced), during which the application for internship placement is reviewed with instructions for its completion.
2. Earn an overall GPA of 2.50 or better on a 4-point scale at the end of the semester or summer session prior to the semester in which student teaching is done. Students seeking 6–9, 9–12 or K–12 licenses must have a cumulative GPA of 2.50 or better in their content area courses.
3. Observe or participate with children in the public schools.
4. Achieve those competencies necessary for effective teaching which have been established by the Department of Public Instruction (DPI) and that have been adopted by the Teacher Education Committee of Meredith College.
5. Earn a C or P grade or better in all professional education requirements: general, methods, and practicum courses. A P grade in professional education courses requires a minimum grade of C.
6. Submit the completed Health Certificate for a physical exam to the Education Department.
7. Complete a speech competency screening. Speech screening results will be sent to the student and to her academic advisor. Together they will determine if her plan of study should be adjusted. Students and advisors wanting to follow speech screening recommendations should do so prior to the student's internship.
8. If applicable, it is recommended that the honors thesis be completed prior to the student's internship.

Program Guidelines

All college requirements for graduation must be met by each student seeking a N.C. teaching license. Courses taken to meet college graduation requirements are also applicable to specific requirements in all education programs. Prior to student teaching, all students must have a C or P grade or better in all professional education requirements: general, methods, and practicum courses. A P grade in professional education courses requires a minimum grade of C.

All professional Education courses must be taken for a grade, unless specifically designated as Pass/Fail. Professional Development Seminar (EDU 486), and/or Secondary School (EDU 487), may be taken Pass/Fail with permission of the instructor.

Admission to Teacher Education for all programs includes required submission of acceptable scores on the PRAXIS I, Preprofessional Skills Tests (Reading, Writing, Mathematics), or acceptable scores on the SAT or ACT. The minimum score requirements are established by the State Board of Education and are subject to change.

During or following the semester of student internship, elementary education and English as a second language license candidates are required to take the appropriate specialty area tests, PRAXIS II. The minimum score requirements are established by the State Board of Education and are subject to change. All required examinations may be taken more than once. Minimum score requirements are available from the Education Department.

Recommendations

Most professional education courses, including most methods courses taught in departments other than Education, require extensive school observations/field experiences outside scheduled class hours. Most of these observations occur in a public school setting between the hours of 7:30 a.m. to 3:00 p.m. Planning for these observations should include travel time of 30 minutes each way.

It is strongly recommended that EDU 232 and 234 be taken as first courses, but not in the same semester or prior to the sophomore year.

In order to be recommended for licensure, a student must complete a Professional Teaching Portfolio. A student is to work on this portfolio as she progresses through her planned program of study for obtaining a teaching license. Written guidelines for completing this portfolio are distributed/explained in regularly scheduled required "Orientation to Education" sessions. A student who may not be proficient in word processing, presentation graphics, spreadsheets, or databases is advised to take the appropriate computer classes.

BLOCK semester can be either semester of the senior year, provided all other professional education courses have been satisfactorily completed. Internship placements are made with the Wake County Public Schools.

Programs for Licensure

Birth through Kindergarten (B–K) Teacher Education Program

The general education requirements of the College including those specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology
or PSY 310 Child and Adolescent Psychology 3
PSY 312 Psychology of Exceptional Individuals 3
(Prerequisite: PSY 100)
Additional requirement: SOC 315, Race and Ethnic Relations, for students who do not complete all COR 100, 200, 400 General Education requirements

Mathematics 3 hours

MAT 245, Statistics I—Teachers seeking BK licensure have a choice of two statistics courses. They may take this course and meet their general education mathematics requirement, or they may take PSY 200, and meet the general education quantitative elective requirement. 3

Health and Physical Learning 2 hours

HED 200 Responding to Emergencies 2

Major Study Program Requirements in an Area Other than Eduation Variable hours

Professional Education, General 24 hours

EDU 232, Foundations of Education. 3
CD 234, Preschool Child 3
CD 334, Infant Development. 3
CD 340, Young Children's Learning Environments 3
CD 436, Administration of Programs for Young Children. 3
CD 440, Readings in Preschool and Early Intervention 3
PSY 422, Psychological Testing and Evaluation 3
BK 341, Variations in Early Development 3
BK 350, Emergent literacy and technology transfer 3

Professional Education, Methods 21 hours

BK 337, Observations of Young Children. 3
BK 342, Practicum. 1
BK 465, Teaming, Collaboration, and Consultation 3
CD 345, Preschool Curriculum. 4
CD 434, Infant Curriculum 3
CD 438, Supporting and Strengthening Families 3
BK 469, Field Experience (B–K). 1
BK 445, Advanced Curriculum. 3

Professional Education, Practicum 10 hours

BK 460, Clinical Internship: Infant-Toddler 3
BK 469, Field Experience 1
EDU 490, Observation and Directed Teaching 6

Elementary Teacher Education (Grades K–6) Program

The general education requirements of the College including these specific courses in the following areas:

Literature Elective 3 hours

ENG 206, Survey of American Literature. 3
(Prerequisite: ENG 200)

Cultural Perspectives Elective 3 hours

HIS 214, American History to 1876,
or HIS 314, Colonial American History. 3

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology
or PSY 310 Child and Adolescent Psychology
(Prerequisite: EDU 234 or PSY 100) 3

PSY 31 The Psychology of Exceptional Individuals 3
(Prerequisite: EDU 234 or PSY 100)
Additional requirement: SOC 335, Race and Ethnic Relations, for students who do not complete all CORE 100, 200, 400 General Education requirements.

Laboratory Science 8 hours

BIO 10 141 General Biology I and Lab 4
GEO 20 240 Earth Science and Lab 4

Data Analysis, Abstract Reasoning and Problem Solving 6 hours

MAT 13 Exploring with Mathematics
or MAT 5, Statistics I 3
MAT 14 Functions and Graphs,
or MAT 1 College Algebra and MAT 143 Trigonometry
or any Calculus course 3–5

Aesthetics and the Arts 4 hours

ART 244 Fundamental Concepts of Art. 1
DAN 24 Fundamental Concepts of Dance. 1
MUS 24 Fundamental Concepts of Music. 1
THE 244 Fundamental Concepts of Theatre. 1

Major Study Program Requirements for Area Other than Education Variable hours

Professional Education Requirements for Elementary Education (K–6) Students 38 hours

Professional Education, General 6 hours

EDU 232 Foundations of American Education. 3
EDU 234 Educational Psychology 3

Professional Education, Methods 26 hours

EDU 255 Literature for Children and Early Adolescents. 2
ESS 742 Healthful Living in the Elementary School 3
EDU 300 Introduction to Language Arts. 2
(Prerequite: EDU 255)
EDU 241 Introduction to Instructional Media 1
*EDU 35 Science in the Elementary School. 2
(Prerequite: BIO 101 and 141 and GEO 200 and 240)
EDU 358 Social Studies in the Elementary School 2
*EDU 40 Mathematics in the Elementary School 3
*EDU 40 Preservice Practicum 1
*EDU 40 Reading in the Elementary School 3
(Prerequite: EDU 300)

In the BLOCK semester (last semester of the Teacher Education Program):

*EDU 44 Teaching in the Elementary School 3
*EDU 44 Seminar in Education 1
*EDU 44 ESL in the Elementary School. 1
*EDU 44 The Arts in the Elementary School 2

Professional Education, Practicum 6 hours

*EDU 490 Observation and Directed Teaching 6

**Must be admitted to the Teacher Education Program to enroll.*

Middle Grades Teacher Education (Grades 6–9) Program

The general education requirements of the College including these specific courses in the following areas:

Cultural Perspectives Elective 3 hours
EDU 345, Language Minorities in K-12 Classrooms 3
Behavioral and Social Sciences 3 hours
PSY 312, The Psychology of Exceptional Individuals 3
(Prerequisite: EDU 234 or PSY 100)

Mathematics 3 hours

MAT 141, College Algebra or MAT 144,
Functions and Graphs or any Calculus course 3

Aesthetics and Arts 2 hours

Choose two of four:
ART 244, MUS 244, DAN 244, THE 244 2

Health and Physical Learning 2 hours

HED 100, Contemporary Health Issues 2

Major Study Program Requirements in an Area Other than Education Variable hours

Professional Education Requirements for Middle Grades Education (6–9) 28–29 hours

Professional Education, General 6 hours

EDU 232, Foundations of American Education. 3
EDU 234, Educational Psychology 3

Professional Education, Methods 10–11 hours

EDU 255, Literature for Children and Early Adolescents 2
EDU 300, Introduction to Language Arts 2
EDU 350, Teaching in the Middle School 3
Methods 764 as appropriate to the required concentration. 2–3
EDU 241, Introduction to Instructional Media. 1

In the BLOCK semester (last semester of the teacher education program):

EDU 440, Seminar in Education. 1
EDU 466, Preadolescent and Adolescent Behavior 3
EDU 450, Reading in the Content Areas 2
EDU 467, Secondary School (Optional). 3

Professional Education, Practicum 6 hours

EDU 490, Observation and Directed Teaching 6

A concentration chosen from communication skills, mathematics, science, or social studies. Two concentrations are recommended. Requirements for each concentration follow.

Requirements for Licensure in 6–9 with a Communication Skills Concentration

The general education program requirements of the College The specific requirements within the general education program for 6–9 Major study program in an area other than education

Concentration in Communication Skills 27 hours

ENG 111, Principles of Writing	3
ENG 201, Major British Authors OR ENG 200, Texts and Contexts	3
ENG 206, Survey of American Literature	3
ENG 175, Grammar	1
ENG Literature elective	3
ENG 358, Advanced Composition: Expository and Technical	3
ENG 240 Introduction to Film	3
EDU 450, Reading in the Content Areas	2
COM 225, Fundamentals of Public Speaking	3
ENG 764, The Teaching of English	2
ENG 765, Practicum in Teaching of English	1

Requirements for Licensure in 6–9 with a Mathematics Concentration

The general education program requirements of the College The specific requirements within the general education program for 6-9 Major study program in an area other than education

A Concentration in Mathematics 25-28 hours

MAT 144 Functions and Graphs	3
MAT 211 Calculus I	4
MAT 220 Linear Algebra or MAT 212 Calculus II	3–4
MAT 250 Mathematical Reasoning	2
MAT 245 Statistics I	3
MAT 264 Topics in Mathematics for Middle Grades (6-9) Licensure	1–2
MAT 334 Modern College Geometry	3
CIS modules or CSC 101 Beginning Programming	3
MAT 764, Methods of Teaching Middle/Secondary Mathematics	3

Requirements for Licensure in 6–9 with a Science Concentration

The general education requirements of the College. The specific requirements within the general education program for 6–9. A major study program in an area other than education

A Biology concentration including the following 22 hours:

BIO 101/141 General Biology I and Lab	4
BIO 102/142 General Biology II and Lab	4
CHE 111/141 General Chemistry I and Lab	4
PHY 100, Principles of Physical Science	3
GEO 200/240 Earth Science	4
SCI 764 The Teaching of Science	3

Requirements for Licensure in 6-9 with a Social Studies Concentration

The general education requirements of the College The specific requirements within the general education program for 6-9 A major study program in an area other than education

A concentration in Social Studies 27 hours

HIS 101 Emergence of Western Civilization or HIS 102 Modern Western Civilization	3
HIS 214 American History to 1876 or HIS 215 American History Since 1876	3
Two courses which study either	
a) two different areas of non-Western history and culture or	
b) one area of non-Western history and culture and HIS 103, The World in the 20th Century to be selected from the following:	
HIS 103, The World in the 20th Century	
HIS 224 Introduction to Asian History	
HIS 281 Introduction to African History	
HIS 282 The Modern Middle East	
HIS 310 Modern China	
IDS 280 China Today	
Any 940–49 courses that may be offered on non-Western topics by the History and Politics Department in non-Western History	
HIS 343 History of North Carolina	3
Economics course selected from	3
ECO 100 Principles of Macroeconomics	
ECO 101 Principles of Microeconomics	
ECO 274 Consumer Economics	
Geosciences course selected from	3
GEO 205 World Regional Geography	
GEO 322 Economic Geography	
GEO 326 Environmental Resources	
GEO 368 Political Geography	
Politics course selected from	3
POL 100 American Political Systems	
POL 210 International Politics	
HIS 764, The Teaching of Social Studies	3

Secondary Grades Teacher Education (Grades 9–12) Program

The general education requirements of the College, including these specific courses in the following areas:

Behavioral and Social Sciences 6 hours

PSY 312 Psychology of Exceptional Individuals (Prerequisite: EDU 234 or PSY 100)	3
SOC 335 Race and Ethnic Relations (Students should take EDU 232 first)	3

The major study requirements Variable hours

Professional Education, General 24 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 241 Introduction to Instructional Media	1
METHODS 764	3

The BLOCK Courses

EDU 440 Seminar in Education	1
EDU 490 Observation and Directed Teaching (9–12)	6
EDU 466 Preadolescent and Adolescent Behavior	3
EDU 467 The Secondary School	3
EDU 450 Reading in the Content Areas	2

Additional Program Requirements for area of licensure *(See specific requirements next page).*

Program Requirements for Secondary Teacher Education for Comprehensive Science (9-12) with Biology Major

Bachelor of Arts, Science in Biology with 9 –12 Science Comprehensive Licensure

All courses leading to a major in biology must include:

BIO 101/141 General Biology I w/lab	4
BIO 102/142 General Biology II w/lab	4
BIO 211/241 Plant Biology w/ lab	4
BIO 222/242 Invertebrate Zoology w/lab	4
BIO 251, Cell Biology	3
Or BIO 334/344, Microbiology w/Lab	4
Or BIO 431/461 Genetics w/Lab	4
BIO 254, Evolution of Biological Systems	3
BIO 321/345, Comparative Vertebrate w/Lab	4
BIO 352, Symbiosis	3
BIO 358, Aquatic Field Studies	2
BIO 359, Terrestrial Field Studies	2
BIO 234/244, Principles of Ecology w/Lab	4
Or BIO 325, Environmental Science	4
CHE 111/141, General Chemistry I w/Lab	4
CHE 112/142, General Chemistry II w/Lab	4
CHE 221/241 Organic Chemistry I w/Lab	4
CHE 436/446 Biochemistry w/Lab	4
GEO 200/240, Earth Science w/Lab	4
*Physics 211/241, General Physics I w/Lab	4
Physics 202, Astronomy	3
MAT141/MAT 144 or competency	
*MAT 211, Calculus (if calculus-based physics)	4
MAT 245, Statistics	3
SCI 764, The Teaching of Science	3

In addition, all requirements must be met as stated by the Education Department for the secondary teacher education program.

Program Requirements for Secondary Teacher Education for Comprehensive Science (9-12) with Chemistry Major

Bachelor of Arts, Science in Chemistry with 9 –12 Science Comprehensive Licensure

All courses leading to a major in chemistry must include:

CHE 111/141, General Chemistry I/Lab	4
CHE 112/142, General Chemistry II/Lab	4
CHE 221/241, Organic Chemistry I/Lab	4
CHE 222/242, Organic Chemistry II/Lab	4
CHE 350, Quantitative Analytical Chemistry	4
CHE 490, Chemistry Seminar	1
Chemistry Electives	6
BIO 101/141, General Biology I/Lab	4
BIO 102/142, General Biology II/Lab	4
BIO 254, Evolution of Biological Systems	3
BIC 234/244, Principles of Ecology/Lab	3
Or BIO 325, Environmental Science	4
PHY 211/241, General Physics I/Lab	4
PHY 212/242, General Physics II	4
PHY 202, Astronomy	3
GEO 200/240, Earth Science/Lab	4
MAT 211, Calculus I	4
MAT 245 Statistics	3
SCI 764, The Teaching of Science	3

In addition, all requirements must be met as stated by the Education Department for the secondary teacher education program.

Program Requirements for Secondary Teacher Education (9–12) in English

Grades 9–12 Program Requirements

ENG 111 Principles of Writing	3
ENG 175 Grammar	1
ENG 200 Text and Contexts	3
ENG 202 Development of English Literature	3
ENG 206 Survey of American Literature	3
ENG 240 Introduction to Film	3
ENG 270 Introduction to Literary Research	3
ENG 330 African-American Writers	3
ENG 351 Old English	3
ENG 358 Advanced Composition	3
ENG 499 or 498 Thesis	1
ENG 764 The Teaching of English	2
ENG 765 Practicum in Teaching of English	1
One course in world literature which is not American or British	3
One seminar (ENG 357, 359, 360 or 495)	3
One course in Shakespeare (ENG 355 or 356)	3
One course in 18th or 19th century (ENG 340, 365, 367, or 368)	3
One course in 20th century (ENG 335, 345, 350, 364, 370 or 371)	3

Prospective teachers are strongly urged to take one course in communication or theatre.

Program Requirements for Secondary Teacher Education (9-12) in Mathematics

Grades 9-12 Program Requirements

MAT 144 Functions and Graphs	3
MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 245 Statistics I	3
MAT 250 An Introduction to Mathematical Reasoning	2
MAT 314 Calculus III	4
MAT 321 Modern Abstract Algebra	3
MAT 334 Modern College Geometry	3
MAT 340 Mathematical Probability and Statistics	3
MAT764, The Teaching of Mathematics	3
Choose from the following:	3
CIS modules (3)	
CSC 101, Beginning Programming (3)	

Program Requirements for Secondary Teacher Education (9-12) in Social Studies

Grades 9-12 Program Requirements

HIS 101 Emergence of Western Civilization	3
HIS 102 Modern Western Civilization	3
HIS 214 American History to 1876	3

HIS 215 American History Since 1876 3
ECO 101 Principles of Microeconomics 3
POL 100 American Political System 3
HIS 764 The Teaching of Social Studies 3
Non-Western History chosen from the following: 6
    HIS 200 Introduction to Latin America (3)
    HIS 224 Introduction to Asian History (3)
    HIS 310 Modern China (3)
    HIS 325 Asian Civilizations (3)
    or from special studies courses that may be offered in the history of Africa and the MiddleEast and other non-Western areas
Twentieth century history selected from the following: 3
    HIS 308, Twentieth Century Europe (3)
    POL 309, The Politics of the Vietnam War (3)
    HIS 319, Contemporary American History Since 1945 (3)
    HIS 330, U.S. and World History (3)
Geography course selected from the following: 3
    GEO 205 World Regional Geography (3)
    GEO 326 Environmental Resources (3)
    GEO 322 Economic Geography (3)
    GEO 368 Political Geography (3)
Courses selected from the following or from the GEO courses above: 12
    ECO 100 Principles of Macroeconomics (3)
    POL 300 Law and Society (3)
    POL 301 The Constitution and the Rights of Americans (3)
    POL 340 State and Local Political Systems (3)
    SOC 230 Principles of Sociology (3)
    SOC 335 Race and Ethnic Relations (3)
    or approved electives from anthropology, economics, human geography, politics, or sociology.

Workforce Development Teacher Education Program: Teaching family and consumer sciences

The general education requirements of the College which must include these specific courses in the following areas:

Behavioral and Social Sciences 6 hours

PSY 312 Psychology of Exceptional Individuals 3
(Prerequisite: EDU 234 or PSY 100)
SOC 335 Race and Ethnic Relations 3

The major study requirements 28 hours

Professional education and related courses as follows:

EDU 232 Foundations of American Education 3
EDU 234 Educational Psychology 3
EDU 350 Teaching in The Middle School 3
EDU 440 Seminar in Education 1
EDU 490 Observation and Directed Teaching (9-12) 6
EDU 241 Introduction to Instructional Media 1
EDU 466 Preadolescent and Adolescent Behavior 3
EDU 467 The Secondary School 3
EDU 450 Reading in the Content Areas 2
FCS 764 Methods of Teaching FCS 3

Minimum semester hours in Family and Consumer Sciences courses: 49–53 semester hours chosen from the following:

Child Development 9 hours

CD 234 Preschool Child 3
CD 335 Marriage and Family Relationships 3
CD 436 Administration of Programs for Young Children 3

Clothing and Fashion Merchandising 6 hours

FMD 115 Principles of Clothing Construction 3
FMD 418 Textiles 3

Foods and Nutrition 10 hours

FN 124 Principles of Food 3
FN 227 Nutrition 3
FN 310 Food Service Management 1 3
FN 312 Food Service Management for FCS Majors 1

Interior Design and Housing 6 hours

ID 245 Housing 3
ID 144 or ART 144 Interior Design I 3

Consumer Resource Management 6 hours

FCS 355 Family Resource Management 3
FCS/ECO 274 Consumer Economics 3

Additional required courses 12–16 hours

FCS 765 Family and Consumer Sciences Education 3
HED 100 Contemporary Health Issues 2
FCS 290 Foundations in FCS 1
FCS 325 Supervised work experiences in FCS or 2000 hours of work in FCS field 4
SOC 340, SWK 308 or PSY 210 Developmental 3
Electives chosen from the following: 3
    CD 438 Supporting and Strengthening Families (3)
    FMD 226 Tailoring (3)
    FMD 427 Apparel Design (3)
    ID 246 Interior Design Materials (3)

Special Subject Area Teacher Education (Grades K–12) Programs

Program Requirements for K–12 in Art Education

The general education requirements of the College including these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development 3
PSY 312 The Psychology of Exceptional Individuals 3
SOC 335 Race and Ethnic Relations 3

The Art Core Curriculum 32 hours

ART 101 Drawing I 3
ART 105 2-D Design 3
ART 200 Computer Literacy for Design 3
ART 201 Drawing II 3
ART 206 Color Theory 3
ART 207 Three-Dimensional Design 3

ART 221 Art History Survey I	3
ART 222 Art History Survey II	3
ART 324 Topics in Modern Art History	3
ART 396 Junior Seminar	2
ART 495 Portfolio Photography	1
ART 496 Professional Practices	2

Other Required Courses 55 hours

Art Courses 27 hours

ART 160 Ceramics	3
ART 210 Painting	3
ART 270 Fibers	3
or ART 275 Metals	3
ART 350 Printmaking	3
ART 365 Sculpture	3
Art History elective	3
ART 734 Foundations in Art Education	3
ART 735 Teaching and Methods: Art Pre K-5	3
ART 736 Teaching and Methods: Art in the Secondary School	3
EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 241 Introduction to Instructional Media	1
EDU 440 Seminar	1
EDU 450 Reading in the Content Areas	2
EDU 466 Preadolescent & Adolescent Behavior or 467 The Secondary School	3
EDU490 Observation and Directed Teaching	6

Program Requirements for K-12 Licensure in Dance

The general education requirements of the College including these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

The Dance Core Curriculum 44 hours

DAN 150 Perspectives in Dance	1
DAN 159 Improvisation I	2
DAN 250 Movement Fundamentals	2
DAN 255 Movement Fundamentals Lab	1
DAN 257 Music for Dance	2
DAN 200 Dance Appreciation	3
DAN 256 Composition	3
DAN 350 Movement Fundamentals II	3
DAN 352 Dance Repertory	2
DAN 355 Creative Arts Touring Company	2
DAN 356 Dance Composition II	3
DAN 357 Creative Arts Touring Company/Assistantship	1
DAN 359 Dance History	3
BIO 322/342 Human Anatomy and Physiology	4
HED 282 Prevention and Care of Movement Injuries	2

Dance Technique—total of 10 credits to include
- Modern II, III, and/or IV (4)
- Ballet II, III, and/or IV (2)
- Jazz II, III, and/or IV (1)
- Technique Electives (3)

(Dance Education should include DAN 152, Folk and Square)

Professional Education Courses 25 hours

EDU 232 Foundations of American Education	3
EDU 234 Education Psychology	3
DAN 761 Theory/Methods of Teaching Dance, K-6	3
DAN 762 Theory/Methods of Teaching Dance, 7–12	3
DAN 763 Reflective Teaching	3
EDU 440 Seminar in Education	1
EDU 241 Introduction to Instructional Media	1
EDU 450 Reading in the Content Area	2
EDU 490 Observation and Directed Teaching	6

Program Requirements for K-12 Licensure in Teaching English as a Second Language

The general education requirements of the College which must include these specific courses in the following areas:

HIS 103 The World in the 20th Century	3
REL 102 World Religions	3

Cultural Perspectives 3 hours

COM 390 Intercultural Communication	3

Literature elective 3 hours

ENG 335 20th Century World Literature	3

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Required Courses 4 hours

ENG 175 English Grammar	1
ENG 505 Study of Linguistics	3

Professional Studies 37 hours

EDU 232 Foundations of Education	3
EDU 234 Educational Psychology	3
EDU 255 Literature for Children and Early Adolescents	3
EDU 241 Intro to Instructional Media	1
EDU 300 Introduction to Language Arts	2
EDU 345 Language Minorities in Public Schools	3
EDU 400 Communication Skills	3
EDU 402 Preservice Practicum	1
EDU 745 Intro to Methods of Teaching ESL	3
EDU 467 The Secondary School	3
EDU 440 Seminar in Education	1
EDU 466 Pre-Adolescent and Adolescent Behavior	3
EDU 450 Reading in the Content Areas	2
EDU 490 Observation and Directed Teaching	6

Program Requirements for K–12 Licensure in Music
General Education Requirements 39–48 hours

CORE 100 The Context of Culture	4
CORE 200 Cultural Connections	0–3
CORE 400 Global Perspectives	3
ENG 111 Principles of Writing	3
ENG 200 Texts and Contexts	3
HIS 101, 102 or 103	3
REL 101, 102, 103, 104 or 105	3

Mathematics	3
Foreign language	0–6
Laboratory science	4
Science in Society elective	3
SOC 335 Race and Ethnic Relations	3
PSY 312 Psychology of Exceptional Individuals	3
Four physical education activity courses or one health education course and two physical education activity courses	4

Threads:
2 writing, 1 ethics, 1 oral communication, 1 information retrieval
Experiential Learning:
one approved EL experience and 12 cultural events
Competency requirement:
fundamental computer skills

Education courses 20 hours

MUS 720 Materials and Methods Elementary	2
MUS 721 Materials and Methods Middle	2
EDU 234 Educational Psychology	3
EDU 232 Foundations of American Education	3
EDU 490 Student Teaching (Block)	6
EDU 241 Intro to Instructional Media	1
EDU 450 Reading (Block)	2
EDU 440 Seminar *(Highly Recommended)*	1

Courses chosen from one of the following emphases: 64 hours

Music courses for Choral/General Emphasis

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUA 060 String Instruments	2
MUA 068 Guitar Lab	1
MUA 070 Woodwind Instruments	2
MUA 080 Brass and Percussion Instruments	2
MUS 300 and 301 Conducting	4
MUS 304 Instrumentation	1
MUS 308 Choral Arranging	2
MUS 722 Materials and Methods Secondary	2
Principal Applied Study(ies)	14
Secondary applied study(ies)	3
Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective.	
MUA 491 Graduation Recital	1
Ensembles	7 semesters
Keyboard proficiency	

Music courses for Instrumental Emphasis

MUS100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUA 060 String Instruments	2
MUA 068 Guitar Lab	1
MUA 070 Woodwind Instruments	2
MUA 080 Brass and Percussion Instruments	2
MUS 300 and 302 Conducting	4
MUS 304 Instrumentation	1
MUS 306 Orchestration	2
MUS 723 Materials and Methods Instrumental	2
Principles Applied Study	14
Secondary applied study(ies) (must include 1 hour of voice.)	2
MUA 491 Graduation Recital	1
Instrumental ensembles	7 semesters
Keyboard proficiency	

Program Requirements for K-12 Licensure in Physical Education

The general education requirements of the College which must include these specific courses in the following areas:

Behavioral and Social Sciences 6 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
SOC 335 Race and Ethnic Relations	3

The Physical Education Core Curriculum 35 hours

HED 100 Contemporary Health Issues	2
BIO 322/342 Human Anatomy and Physiology and Lab	4
ESS 200 Foundations of Physical Education, Sport and Fitness	3
ESS 220 Principles of Strength Training and Conditioning	2
ESS 255 Lifespan Motor Development	3
ESS 300 Issues and Management of Sport and Physical Education	3
ESS 310 Exercise Leadership	3
ESS 320 Assessment in Physical Education, Sport and Fitness	3
ESS 475 Motor Learning and Skill Performance	3
ESS 482 Kinesiology	3
ESS 485 Exercise Physiology	3
ESS 487 Exercise Physiology Lab	1
ESS 460 Senior Seminar	2

Theory and Practice of Skill Acquisition 6 hours

Physical Education/dance activity electives beyond general education requirements. Choose at least one activity hour from each category listed below *(must be taken for a grade).*

Aquatics
Fitness
Leisure and Recreation
Team sports
Individual/dual sports
Dance

Prior to graduation, the student must show valid proof of First Aid/CPR certification.

Teaching Physical Education 12 hours

ESS 743 Teaching P.E. in the Elementary School for the Physical Educator	3
ESS 744 Methods of Teaching Team, Individual and Recreational Sports	2
ESS 745 Teaching Healthful Living in the Middle and Secondary School	4

ESS 746 Teaching P.E. for Individuals w/Special Needs (K–12)	3

Professional Education Courses 16 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 440 Seminar in Education	1
EDU 241 Introduction to Instructional Media	1
EDU 450 Reading in the Content Areas	2
EDU 490 Observation and Directed Teaching	6

Program Requirements for K–12 Licensure in Theatre

The general education requirements of the College which much include these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Theatre Licensure Requirements (K–12) 48–50 hours

DAN 159 Movement Improvision	2
THE 114 Introduction to Theatre	3
THE 130 Performance Practicum	1
THE 137 Stage Management Practicum	1
THE 141 Publicity Practicum	1
THE 150 Voice & Articulation	3
THE 214 Creative Dramatics	3
THE 224 Basic Acting	3
THE 245 Stagecraft	3
THE 246 Lighting & Sound	3
THE 247 Costume & Makeup	3
COM 330 Video Production	3
THE 316–317, History of Theatre I & II	6
THE 320 Puppetry	3
THE 350 Modern Drama or ENG 355 or 356 Shakespeare	3
THE 425 Directing	3
THE 496 Seminar in Musical Theatre	3
THE 490 Project: area of specialization	1–3

Professional Education Courses 24 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 467 The Secondary School	3
EDU 450 Reading in the Content Area	2
EDU 241 Introduction to Instructional Media	1
EDU 255 Literature for Children and Early Adolescents	2
THE 735 Methods of Teaching Theatre K–12	3
EDU 440 Seminar In Education	1
EDU 490 Observation and Directed Teaching	6

Program Requirements for K–12 Licensure in French or Spanish

The general education requirements of the College which must include these specific courses in the following areas:

Behavioral and Social Sciences 9 hours

PSY 210 Developmental Psychology or PSY 310 Child and Adolescent Development	3
PSY 312 The Psychology of Exceptional Individuals	3
SOC 335 Race and Ethnic Relations	3

Professional Education Courses 26 hours

EDU 232 Foundations of American Education	3
EDU 234 Educational Psychology	3
EDU 241 Introduction to Instructional Media	1
One must be admitted to the School of Education Licensure Program to take these courses:	
FL 764 The Teaching of a Foreign Language in the Elementary, Middle, and Secondary Schools	4
EDU 440 Seminar in Education	1
EDU 466 Preadolescent, Adolescent Behavior	3
EDU 467 The Secondary School	3
EDU 450 Reading in Content Areas	2
EDU 490 Observation and Directed Teaching	6

French or Spanish licensure requirements as listed below 32 hours

French Major Requirements

FRE 205 Intermediate French I	3
FRE 206 Intermediate French II	3
FRE 304 French Civilization	3
FRE 305 Phonetics and Phonology	3
FRE 306 Advanced Grammar, Composition and Linguistics	3
FRE 307 Advanced Conversation	3
FRE 364 Discoveries in French Literature I	3
FRE 365 Discoveries in French Literature II	3
FRE 350 Seminar (2 semesters)	2
HIS 102 Modern Western Civilization	3
Electives chosen from the following:	6

- FRE 301 Business French (3)
- FRE 308 Francophone Literature (3)
- FRE 309 French Women Writers (3)
- FRE 300 Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as elective.)

Spanish Major Requirements

SPA 205 Intermediate Spanish I	3
SPA 206 Intermediate Spanish II	3
SPA 303 Civilization of Spain or SPA 304 Spanish American Civilization	3
SPA 305 Phonetics and Phonology	3
SPA 306 Advanced Grammar, Composition and Linguistics	3
SPA 307 Advanced Conversation	3
SPA 350 Seminar (2 semesters)	2
HIS 102 Modern Western Civilization OR HIS 200 Latin-American History	3

Electives chosen from the following 12
  SPA 308 Readings in Hispanic Literature (3)
  SPA 351 The Development of Poetry (3)
  SPA 352 The Development of Theater (3)
  SPA 353 The Development of Short Fiction (3)
  SPA 354 The Dev.of Long Narrative in Spanish Literature (3)
  SPA 300 Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as elective.)
  SPA 331 Spanish and Latin American Film (3)

900 numbered courses in French and Spanish can be substituted for 300 level courses. Substitutions for required literature courses are also possible. See department head for information and approval.

Title II Federal Report 2005–2006

I. PRAXIS Data — Student Interns

- Meredith College overall pass rate is 100%.
- 34 Meredith College student interns attempted the Elementary Education (K-6) Exams with a 100% pass rate.

II. Program Information

Number of students enrolled in teacher education during the 2005–2006 school year — 178

- Number of students in supervised student teaching for the same period — 66
- Supervising Faculty—full time in professional education — 3
- part time, employed full time by Meredith College — 12
- part time, not otherwise employed by Meredith College— 7
- Total number of Supervising Faculty — 22
- Student to Faculty Ratio — 3:2
- Student teachers average 30 hours per week in schools during the ten-week student teaching period for a total of 300
- The Teacher Preparation Program at Meredith College is fully accredited by both NCATE and the North Carolina Department of Public Instruction.
- The Teacher Preparation Program at Meredith College is not designated as low-performing.

—For Education courses, see pages 138–140

English

Professor Colby, Head; Professors English, Gilbert, Grathwohl, Jackson, Walton, and Webb; Associate Professors Duncan, Fine, and Johnson; Assistant Professors Britt and Roberts; Adjuncts Beaty, Blythe, Button, Cash, Cockshutt, Fletcher, Hogan, Rosser and Wofford.

The courses offered by the Department of English are designed to foster in every student

- the ability to read critically and to think logically and independently;
- skills in speaking and writing;
- an understanding of and appreciation for the English language;
- an understanding of the power and responsible uses of rhetoric;
- an appreciation for and enjoyment of various genres of literature and film;
- an awareness of the cultures from which this literature has come; and
- an appreciation of human values.

We hope that as a result of her experiences in these courses a student will continue her own education — reading widely, thinking critically, and working to improve her speaking and writing.

In addition, the curriculum for English majors is designed to give them

- an historical sense of the development of literature in the English language from its beginnings to the present; and
- a knowledge of the themes and approaches of major writers in English.

CAREER DIRECTIONS

A major in English may prepare a student for a variety of careers: administrative positions in businesses, libraries, museums; journalism, professional and technical writing, public relations, and editing; teaching and school administration; personnel work and counseling; and free-lance writing. A major in English also prepares the student for graduate work in English and related fields and is recommended as pre-professional training for law and business.

RESOURCES

Alumnae gifts honoring professors Norma Rose and Mary Lynch Johnson have funded endowed professorships in their names. These professorships allow English faculty to invite eminent poets, writers, and scholars to campus for lectures and discussions with students, and they enrich teaching and scholarship in English by supporting research, travel, and the purchase of books and films.

Students who wish more advanced study and research in literature should consult with the department head and arrange for it through the special studies option listed on page 41. Students may elect courses through the Cooperating Raleigh Colleges.

Students who wish more advanced study and research in literature should consult with the department head; see page 41 for special studies options. Students may elect courses through the Cooperating Raleigh Colleges.

ENG 111 with a "C" or better is a prerequisite for all other courses in English; ENG 200 is a prerequisite for most other literature courses in the department.

Major in English 34–36 hours

ENG 111 Principles of Writing	3
ENG 200 Texts and Contexts	3
ENG 206 Survey of American Literature	3
ENG 270 Literary Research/Critical Theory	3
ENG 498 Honors Research Project or ENG 499 Research Project	1–3
One chosen from the following	3
ENG 202 Dev. of English Literature (3)	
ENG 330 African-American Writers (3)	
One chosen from the following	3
ENG 351 Old English (3)	
ENG 352 Chaucer (3)	

One chosen from the following. 3
  ENG 355 Shakespeare (3)
  ENG 356 Shakespeare (3)
One chosen from the following. 3
  ENG 340 Dev. of the British Novel (3)
  ENG 365 English Poetry Romantic Period (3)
  ENG 367 English Lit.Victorian Period (3)
  ENG 368 English Lit. of 18th Century (3)
One chosen from the following. 3
  ENG 335 20th C. World Lit in Translation (3)
  ENG 345 Irish Renaissance (3)
  ENG 350 Modern Drama (3)
  ENG 364 20th C. Poetry in English (3)
  ENG 370 20th C. Prose Through 1945 (3)
  ENG 371 20th C. Prose After 1945 (3)
One Seminar chosen from the following 3
  ENG 357 Seminar in 17th C. Poetry (3)
  ENG 359 Seminar In Amer. Women Writers (3)
  ENG 360 Seminar in Southern Writers (3)
  ENG 495 Seminar in European Literature (3)
Elective 300 Level or above chosen from courses including ENG 358. 3

When choosing courses, an English major must include one poetry course and one American course beyond ENG 206. No credit in English is given for ENG 764 or 765.

MINORS IN ENGLISH AND PROFESSIONAL WRITING

English 21 hours

English electives beyond ENG 111 and 112 9
English electives at the 300 or 400 level 9
  (Prerequisite ENG 111)

Professional Writing and Presentation Media 21 hours

Core requirements (12)

ENG111 Principles of Composition (3)
ENG 358 Professional Writing (3)
COM 225 Public Speaking (3)
One course in visual principles and practice. Choose from
  ART 240 Introduction to Graphic Communication (3)
  ENG 250 Document Design (3)
  CIS 156 Web Site Design and Management (3)

Writing electives (3 credits) Choose from among the following:

ENG 220 Creative Nonfiction (3)
ENG 235 Writing Poetry (3)
ENG 236 Writing Fiction (3)
ENG 245 Introduction to Journalism (3)
ENG 247 Introduction to Professional Editing (3)
ENG 280 Special Topics in Professional Writing (3)
COM 360 Writing for the Media (3)

General electives (6 credits) Choose from Writing Electives above and/or the following:

ART 105 Two-dimensional Design (3)
ART 130 Photography I (3)
ART 230 Photography II (3)
ART 245 Typography I (3)
(Prerequisites ART 101, ART 105, ART 200 and Art 240)
BUS 360 Principles of Marketing (3)
BUS 466 Sales Management (3)
(Prerequisites BUS 300, BUS 360)
BUS 467 Advertising and Sales Promotion (3)
(Prerequisites BUS 300, BUS 360)
BUS 468 Marketing Management and Planning (3)
(Prerequisites BUS 300, BUS 360)
CIS 120 Spreadsheets (1)
CIS 140 Databases (1)
COM 330 Video Production (3)
COM 350 Business and Professional Communication (3)
(Prerequisite COM 225)
COM 400 Special Topics (with prior approval) (3)
ENG 930 Internship

Technology proficiency: Students must submit a portfolio that demonstrates competency in two technology areas. These areas may include databases, spreadsheets, web design, page layout or graphic design (Using QuarkXPress or InDesign), or visual editing/design (using Photoshop). Internships of one to four credit hours are encouraged.

Teacher licensure is available in B–K, K–6, 6–9 communication skills concentration and 9–12 English. See licensure requirements in the School of Education listing.

— *For English courses, see pages 140–143.*

Ethics and the Public Interest

Associate Professors Nelson and True-Weber, Coordinators

Students will find the Minor in Ethics and the Public Interest a relevant and valuable complement to most of the major programs of study offered at Meredith, preparing them to become actively engaged and thoughtful leaders in their future public lives. Building upon foundational courses in ethical theory and policy studies, students can choose electives that meet their particular academic interests. While the focus of the minor is determined by the student in consultation with one of the program coordinators, all students enrolled in the minor will gain the following knowledge and skills:

○ Students will understand the historical development of ethical thought in the western philosophical and religious traditions, and develop the ability to actively participate in the on-going conversations on such perennial questions as: What are the demands of justice? What constitutes the common good and how is it best served? What is the relationship between the public interest and the rights of individuals? What motivates ethical practices and behaviors?

○ Students will understand the components of policy process in the United States, develop the ability to analyze contemporary policies from a variety of ethical perspectives, and develop the skills and knowledge to formulate their own policy questions and policy proposals.

○ Students will be able to make direct connections between ethical theory and its application and relevance to specific areas of study.

○ Students will learn how specific types of theory are used to address issues in different fields of study, e.g. discipline-specific codes of ethics, theories of social justice, economic utilitarianism.

- Students will develop an understanding of the relationship between policy requirements and abstract ethical theorizing to arrive at realizable policy positions that serve the public interest.
- Students will develop an appreciation for the multiplicity of ethical perspectives and the complexity of ethical issues in specific areas of study.
- Students will grasp that ethics is not an isolable aspect of our lives and learn to recognize how it informs and shapes their professional and personal lives.

Eighteen (18) hours of coursework are required for the minor. There are two required courses: REL/PHI—Ethics of Love and Justice (3 cr) and POL 203—Contemporary American Policy and Politics (3 cr). Students may then choose 12 credits from the list of electives to tailor their minor to match their major studies or particular interests. At least one elective must be taken at the 300-400 level. Students may enroll in EPI 499—Junior/Senior Research (See Course Description, p X) or meet this requirement with an approved elective at the 300-400 level. Newly declared minors will meet with one of the program coordinators to develop a focused course of study in the choice of electives to complete the minor. The minor will accept up to 9 credits that are counted towards the fulfillment of a particular major at Meredith.

MINOR IN ETHICS AND PUBLIC INTEREST 18 HOURS

Core 6 hours

REL/PHI 220 Ethics of Love & Justice	3
POL 203 Contemporary American Policy & Politics	3

Electives chosen from the following 12

BK 337 Observation of Young Children (3)
(Prerequisites: PSY 210 or PSY 310, CD 234, and CD 334)
BUS 340 Business Law & Ethics (3)
BUS 348 Organizational Behavior (3)
(Prerequisite: BUS 240)
CD 436 Programs for Young Children (3)
(Prerequisite: CD 234, CD 334, CD 340)
CHE/PHY 203 Science & Human Values (3)
(Prerequisite: CHE 111/142 or lab science)
CIS 370 Ethics & Information Technology (1)
(Prerequisite: 5 credits from CIS, CSC)
COM 320 Media Law (3)
COM 380 Communication Ethics (3)
CORE 401 Technology & Social Change (3)
(Prerequisite: 75 credits completed upon enrollment)
CORE 402 Narratives of Cultural Identity (3)
(Prerequisite: 75 credits completed upon enrollment)
CORE 404 Global Questions: Needs of the Family (3)
(Prerequisite: 75 credits completed upon enrollment)
CORE 408 Violence, War & Peace (3)
(Prerequisite: 75 credits completed upon enrollment)
ECO 100 Principles of Macroeconomics (3)
ENG 200 Text & Contexts (Duncan Only) (3)
(Prerequisite: ENG 111)
EPI 499 Junior/Senior Research (3)
(Prerequisites: REL/PHI 220, POL 203 and two electives)
ESS 300 Issues & Management: Sport & Physical Education (3)
FCS 424 Perspectives in FCS (3)
FCS 765 Family & Consumer Sciences Education (3)
FN 250 Perspectives in Nutrition (2)
(Prerequisite: FN 227)
FN 260 Nutrition in Diverse Populations (3)
(Prerequisite: FN 227)
HIS 305 Holocaust Experiences (3)
IDS 350 Capitalism & Ethical Values (Honors) (3)
PHI 201 Introduction to Philosophy (3)
PHI/REL 344 Biomedical Ethics (3)
(Prerequisite: One 100-level Religion course)
PHI/REL 345 Environmental Ethics (3)
(Prerequisite: One 100-level Religion course)
POL 205 Political Ideas Seminar (3)
(Prerequisite: ENG 111)
POL 331 Environmental Politics & Policy (3)
POL 340 State & Local Political Systems (3)
POL 341 Colloquium in NC Politics (3)
(Prerequisite: POL 340)
PSY 424 Theory & Practice in Counseling (3)
(Prerequisite: PSY 100)
REL 104 Religious Ethics & Social Issues (3)
REL 284 Sin, Satan & Evil (3)
(Prerequisite: One 100-level Religion course)
SOC 231 Social Problems (3)
SOC 431 Social Stratification (3)
(Prerequisite: At least 6 credit hours in Sociology)
SWK 241 Introduction to Social Work & Social Welfare (3)

Foreign Languages and Literatures

Professor Thomas, Head; Professors Pitts and Reiss; Associate Professors Concha-Chiaraviglio and Machelidon; Assistant Professors Bauer, Billat, Hunt and Maldonado-DeOliveira; Instructor Debellis; Adjuncts Bonaduce-Dresler, Brabeck, Darrah, Gaffer, Isleem, Kube, Johnson, Maclachlan, Mastro, Nunes, Tague and Wheeler. Director of Competency: Creech

The Department of Foreign Languages and Literatures offers majors and minors in French and Spanish, minors in German and Italian, and courses in Latin, Arabic, and Chinese. The purpose of the Department of Foreign Languages and Literatures is to promote excellence in the undergraduate foreign language program.

Our students will:

- Acquire appropriate competence in the skills of listening, speaking, reading and writing and knowledge of the cultures represented by that language.
- Gain an understanding of the targeted foreign cultures and civilizations, and a greater appreciation of those cultures and of their own to help them be more tolerant world citizens.
- Explore the target language through the use of a large variety of technical and community resources.

Advanced Placement and Competency

Foreign Language competency at the intermediate-mid level is a graduation requirement at Meredith. Please see the General Education Foreign Language Requirement (p. 58) for a complete list of methods for demonstrating competency. To satisfy this requirement, you are encouraged to build on your knowledge of the foreign language you studied in high school by taking the appropriate foreign language courses early in your college career. The department will place you at the appropriate level of a foreign language on the basis of high school units.

If you have had three or more years of Spanish, French, German, Italian or Latin, or if you have learned the language fairly well through other life experience, your skill level should be assessed during early registration or orientation through a placement test. Depending on the results of the placement test, the department will either place you in the level most appropriate for you or determine that you qualify to take the competency test.

If the competency test is recommended and you complete it successfully, you will not be required to take additional foreign language courses. However, the department encourages you to pursue your study of a foreign language beyond the requirement. When you complete two 3-hour language courses at the 300 level with a grade of C or better, the Registrar will award you six hours of credit for courses "skipped" on the intermediate level (205-206). You will then have earned a total of 12 credit hours in the language you studied and may decide to pursue a major or minor.

The foreign language requirement may be waived for students whose native language is not English after appropriate documentation is provided. Please see department head or registrar for more information.

Students who wish further study in languages other than French and Spanish should consult with the department head and arrange for it through special studies options, such as those listed on page 41. Students may also elect to take courses at other CRC (Cooperating Raleigh Colleges) institutions. Students of German may arrange for a contract major in consultation with the department head.

Majors are advised to study a second language as a related field and are urged to take advantage of the overseas study programs offered through the department and the College. It is strongly recommended that majors work as assistants in the department or in the language lab for two to three semesters or longer. Future teachers are particularly encouraged to pursue an internship as these become available.

Majors in Foreign Languages

French 35 hours

FRE 205 Intermediate French I or placement	0–3
FRE 206 Intermediate French II or placement	0–3
FRE 304 French Civilization	3
FRE 305 French Phonetics and Phonology	3
FRE 306 Adv. Grammar, Comp, Linguistics	3
FRE 307 Advanced Conversation	3
FRE 350 French Seminar	2
FRE 364 Discoveries in French Literature I	3
FRE 365 Discoveries in French Literature II	3
HIS 102 Modern Western Civilization	3
Electives chosen from French courses above the 100 level	6–12
FRE 308 Francophone Literature (3)	
FRE 309 French Women Writers (3)	
FRE 300 Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as electives)	

Spanish 35 hours

SPA 205 Intermediate Spanish I or placement	0–3
SPA 206 Intermediate Spanish II or placement	0–3
SPA 303 Civilization of Spain or SPA 304 Spanish American Civilization	3
SPA 305 Spanish Phonetics & Phonology	3
SPA 306 Adv. Grammar, Comp., Linguistics	3
SPA 307 Advanced Conversation	3
SPA 350 Spanish Seminar	2
HIS 102 Modern Western Civilization OR HIS 200 Introduction to Latin-American History	3
Four courses chosen from the following	12
SPA 308 Readings in Hispanic Literature (3)	
SPA 331 Spanish and Latin American Film (3)	
SPA 351 The Development of Poetry (3)	
SPA 352 The Development of Theatre (3)	
SPA 353 Development of Short Fiction (3)	
SPA 354 Development of Narrative (3)	
Elective chosen from Spanish courses above the 100 level	0–6

Substitution for Spanish literature courses can be made with the approval of the department head.

MINORS IN FOREIGN LANGUAGES

French 18 hours

FRE 205 Intermediate French I	3
FRE 206 Intermediate French II	3
FRE 304 French Civilization	3
FRE 305 French Phonetics & Phonology	3
FRE 306 Adv. Grammar, Comp., Linguistics	3
Elective chosen from French 207 or French 300 level courses	3

German 18 hours

GER 205 Intermediate German I	3
GER 206 Intermediate German II	3
GER 306 Advanced German Grammar	3
GER 307 Advanced Conversation	3
GER 366 Advanced German Reading	3
Elective chosen from German 300 level courses	3

Italian Studies 18 hours

ITA 205 Intermediate Italian I	3
ITA 206 Intermediate Italian II	3
Electives chosen from the following	9
ART 221 Western Art: Ancient-Early Renaissance (3)	
ART 222 Western Art: Renaissance-Modern (3)	
ART 323 Topics in Art History (3)	

HIS 304 Greek and Roman History (3)
LAT 205 Intermediate Latin I (3)
LAT 206 Intermediate Latin II (3)
Study in Italy
Electives approved by advisor 3

Some courses must be taken either at North Carolina State University or through study abroad.

Spanish 18 hours

SPA 205 Intermediate Spanish I 3
SPA 206 Intermediate Spanish II. 3
SPA 206 Intermediate Conversation in Spanish 3
SPA 303 Civilization of Spain
or SPA 304 Spanish American Civilization 3
SPA 305 Spanish Phonetics & Phonology 3
SPA 306 Adv. Grammar, Comp., Linguistics. 3
SPA 307 Advanced Conversation
or a 300 level Spanish elective 3

Teacher licensure is available in K–12 in French and Spanish. See licensure requirements in the School of Education listing.

— For Arabic courses, see page 116.

— For Foreign Language courses, see page 148.

— For French courses, see pages 148–149.

— For German courses, see page 149.

— For Italian courses, see page 156.

— For Latin courses, see page 156.

—For Spanish courses, see pages 180–182.

Health, Exercise and Sports Science

Professor Campbell, Head; Professor Chamblee; Associate Professor Eschbach; Assistant Professors Bush, Drury-Rohner, Malley, Myers and Wray; Instructor Zinn; Adjuncts Brown, Hatchell, Huffman, Katschkowsky, Lee, Olevsky, Pashby, Raley, and Woodall

Mission

The programs of the Department of Heath, Exercise and Sports Science foster the broad vision and goals of Meredith College by contributing to the lifelong development of women so they may live energetic and full lives. The curricular and co-curricular offerings of the department are designed to stimulate holistic learning that promotes the integration of physical and intellectual skills and abilities. We contribute to the institution's goal of educating women to excel by providing an environment that encourages women to develop disciplinary and interdisciplinary knowledge, critical cognitive abilities, movement awareness, physical skill development, and wellness behaviors. Recognizing the connection between health and well-being and our ability to meet life's challenges, we strive to offer programs that prepare women to lead physically active, health-enhancing lives. The department is committed to providing quality educational programs and experiences that prepare our students to pursue professional careers, post-graduate study, leadership roles, and lifelong learning. Meredith's Exercise and Sports Science degree program combines theory and practice to prepare students for success in professions that improve quality of life, making people's lives healthier, more manageable and more fulfilling. The program blends a liberal arts education with specialized study of the discipline, field specific technology, clinical assessment skills, research tools and practical field experiences. In all of this, our faculty guide and support the development of students in becoming knowledgeable, responsible, and caring women sensitive to the important challenges that face our college, local, national, and global communities.

Health and Physical Education General Education Goals

The Health and Physical Education general education program is committed to providing students with broad and varied learning opportunities that encourage students to lead physically active, health-enhancing lives.

Health and Physical Education Learning Outcomes

Following completion of this program, the student will

- demonstrate movement competency and proficiency;
- demonstrate sufficient skill and technique to pursue lifetime participation in fitness and sport activities
- demonstrate knowledge of safe and effective movement techniques
- exhibit interest and desire to maintain a healthy lifestyle;
- value physical activity as an opportunity for enjoyment, challenge, self-expression, and social interaction;
- apply understanding of concepts and principles to enhance acquisition and performance in movement settings;
- demonstrate participation behaviors that promote personal and group success in activity settings.

Exercise and Sports Science majors/minors are required to take all activity courses (note PED prefix) which fulfill the requirements for the Exercise and Sports Science major for a grade. Dance majors/minors are required to take all dance activity courses which fulfill the requirements for the Dance major for a grade. All dance and physical education activity courses taken to fulfill requirements for the Dance and Exercise and Sports Science majors may count toward graduation.

Exercise and Sports Science Major Program Goals

The programs of study leading to majors in Exercise and Sports Science are designed to

- promote a learning environment which is concurrently supportive and challenging;
- promote opportunities for students to gain disciplinary and interdisciplinary knowledge;
- provide opportunities for students to gain experiential knowledge and make connections with what they have learned through practicum experiences;

- provide opportunities for students to gain skills and knowledge in the use of technology as a tool for learning, working and communicating;
- provide experiences that prepare our students to pursue professional careers;
- provide experiences that prepare our students to pursue graduate and professional programs; and
- promote lifelong learning.

Exercise and Sports Science Major Learning Outcomes

Following completion of the program of study in Exercise and Sports Science with a concentration in Health and Wellness, students will

- demonstrate an understanding of content knowledge, current disciplinary concepts, and tools of inquiry related to the development of a physically educated person;
- demonstrate conceptual and experiential understanding of the subject matter of exercise and sports science and physical education and how this knowledge relates to diverse individuals and other disciplines;
- demonstrate proficiency in varied exercise, motor, and sports skills;
- utilize opportunities (as pre-service teachers) to observe, plan, teach, assess and develop curriculum experiences at elementary, middle, and secondary levels;
- demonstrate continued realization of physical activity and sport as life-enriching and health enhancing;
- demonstrate continued learning, professional development, and reflective practice in the realm of exercise and sports science, and physical education; and
- demonstrate an understanding of the use of technology in the field of physical education and exercise and sports science.

Exercise and Sports Science Major Offerings

The Bachelor of Science degree with a major in Exercise and Sports Science includes a 35 credit hour core curriculum and a concentration in Health and Wellness or Physical Education (which prepares students as candidates for North Carolina K–12 teaching licensure). The department also offers a minor in exercise and sports science.

CAREER DIRECTIONS

The **Exercise and Sports Science major** is designed for students who wish to pursue careers in exercise and sport , or who wish to seek further specialization through graduate school. The program of study focuses on foundational, as well as organizational and administrative principles, wellness, skilled movement, and sport. Students are provided with opportunities to integrate, reflect, and apply disciplinary concepts and principles in the field of exercise and sports science and/or physical education/ health and wellness. Graduates may seek entry-level positions as sports and exercise specialists in well-ness centers, corporate/worksite fitness facilities, resorts or clubs, youth recreation programs, and community based sports centers or as physical educators in school settings. With additional educa-tion students may seek careers in exercise physiology, physical therapy, cardiac rehabilitation, sports medicine, sports psychology, recreation or occupational therapy, physical education teacher education, as well as many other areas of specialization.

The **Health and Wellness Concentration** program of study is designed for students who wish to pursue careers in areas of corporate fitness, health promotion, hospital-based rehabilitation, sport and/or fitness programs for children, youth, or adults, or who wish to seek further specialization through graduate study.

The **Physical Education Concentration** program of study prepares students as physical educators. Students will be prepared as candidates for North Carolina K-12 licensure; see specific requirements in the teacher education section of this catalogue. In addition to the core curriculum of 35 hours, the student will complete 39 credit hours, including skill acquisition, physical education methods, and professional education classes.

FACILITIES AND RESOURCES

Exercise and Sports Science majors have opportunities to study in various laboratory settings in addition to the classroom. While using varied cardiovascular and strength training equipment, ESS majors have opportunities to gain strength and conditioning concepts and skills in Meredith's fitness center. The Human Performance lab provides the Meredith community, in addition to area fitness enthusiasts and athletes the ability to receive up-to date evaluation of their cardiovascular risks, fitness and training status, as well as guidance on how to implement or expand physical fitness into their lives. Student majors will have the opportunity to apply valuable knowledge and skills while performing varied physiological assessments in the lab, as well as have opportunities to work with faculty to conduct research projects. Throughout the Exercise and Sports Science program, students have opportunities to apply their knowledge and skills in "real life" settings, including public schools, youth and senior centers, and community organizations.

General Education — Health and Physical Education Program

Through health and physical education the student gains greater knowledge and appreciation of her physical self by integrating skill development with cognitive thought processes. The department offers a wide variety of theory and activity courses, with special emphases on health, fitness, and life-time sports. Dance technique courses are also offered in the General Education Physical Activity Program. For the highly skilled, there are opportunities to participate in intercollegiate athletics, Meredith Dance Theatre, and the Aqua Angels.

POLICIES RELATED TO THE GENERAL EDUCATION HEALTH AND PHYSICAL LEARNING COMPONENT

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take swimming for non-swimmers during one of the four semesters. After a student has met her requirements, she may elect additional activity courses that may be taken for a grade or pass-fail. However, no more than eight credits may be counted in the 124 hours required for graduation except for students majoring/minoring in dance or exercise and sports science. **No more than two credit hours in any one intercollegiate sport (PED 471, 472, 473, 475, 476, 477) or performance group (PED 313, DAN 456) can be counted toward general education requirements.**

Pre-approved permission granted by the department head and a recommendation from her previous instructor are required in order for students to repeat a physical education course for credit. No more than two credit hours in any one intercollegiate sport (PED 471, 472, 473, 475, 476, 477) or performance group (PED 313, DAN 456) can be counted toward general education requirements.

The courses related to sports team participation (PED 313, 471, 472, 473, 475, 476, 477) are eligible for Pass/Fall grading only.

All physical education and dance activity courses taken to fulfill the general education requirement will have Pass/fail grading. **A student may audit an activity course only with special permission from the department head.**

Note that all physical education activity courses carry a PED prefix, ESS courses do not count toward general education physical education activity credit.

Exercise and Sports Science majors/minors are required to take all activity courses (note PED prefix) that fulfill the requirements for the Exercise and Sports Science major for a grade. **Dance majors/minors** are required to take all dance activity courses that fulfill the requirements for the Dance major for a grade. All dance and physical education activity courses taken to fulfill requirements for the Dance and Exercise and Sports Science majors may count towards graduation.

Bachelor of Science Degree with major in Exercise and Sports Science

REQUIREMENTS FOR A MAJOR IN EXERCISE AND SPORTS SCIENCE

The requirements for a major in exercise and sports science shall include fulfillment of general education requirements, the 35 credit hour core curriculum in exercise and sports science, and additional courses specified according to the selected concentration. Students may pursue a major in Exercise and Sports Science by selecting a concentration in: Health and Wellness or Physical Education (which prepares students as candidates for North Carolina K–12 teaching licensure). The ESS core curriculum focuses on foundational, as well as organizational and administrative principles, wellness, skilled movement, and sport. Students are provided with opportunities to integrate, reflect upon, and apply disciplinary concepts and principles in the field of exercise and sports science.

The **Health and Wellness Concentration** program of study is designed for students who wish to pursue careers in areas of corporate fitness, health promotion, hospital-based rehabilitation, sport and/or fitness programs for children, youth, or adults, or who wish to seek further specialization through graduate study. The program of study promotes critical connections between physical activity, fitness and sport performance, and their relationship to disease and disability prevention, health enhancement, and lifestyle modification. In addition to the 35 credit hour core curriculum in exercise and sports science, the student will complete an additional 26-27 credit hours.

The **Physical Education Concentration** program of study prepares students as physical educators. Students will be prepared as candidates for North Carolina K–12 licensure; see specific requirements in the teacher education section of this catalogue. In addition to the core curriculum of 35 hours, the student will complete 40 credit hours, including skill acquisition, physical education methods, and professional education classes.

Majors in Exercise and Sports Science

The Core Curriculum 35 hours

HED 100 Contemporary Health Issues	2
BIO 322/342 Human Anatomy and Physiology & Lab	4
ESS 200 Foundations of Physical Education, Sport and Fitness	3
ESS 220 Principles of Strength Training and Conditioning	2
ESS 255 Lifespan Motor Development	3
ESS 300 Issues and Management of Sport and Physical Education	3
ESS 310 Exercise Leadership	3
ESS 320, Assessment in Physical Education, Sport and Fitness	3
ESS 475 Motor Learning and Skill Performance	3
ESS 482 Kinesiology	3
ESS 485 Exercise Physiology	3
ESS 487 Exercise Physiology Lab	1
ESS 460 Senior Seminar	2

Exercise and Sports Science with a Concentration in Health and Wellness 61-62 hours

The Exercise and Sports Science Core Curriculum	35
HED 282 Prevention and Care of Movement Injuries	2
FN 227 Nutrition	3
ESS 350 Topics in Exercise & Sports Science	3
ESS 486 Exercise Prescription	3
ESS 499 Introduction to Research in Exercise and Sports Science	3
ESS 451 Practicum in Exercise & Sports Science	3

***Prior to graduation, students must show valid proof of First Aid/CPR certification

Physical education/dance activity electives beyond general education requirements. Choose 6 activity hours from at least three categories listed below *(must be taken for a grade)*	6

- Aquatics
- Fitness
- Leisure and Recreation
- Team Sports
- Individual/Dual Sports
- Dance

Select one course from the following: 3
- SOC 332 Human Sexuality
- CHE 111/141 General Chem I/General Chem I Lab
- PSY 210 Developmental Psychology
- COM 260 Interpersonal Communication
- BUS 360 Principles of Marketing
- ESS 746 Teaching Physical Education for Individuals with Special Needs, K–12

Exercise and Sports Science with a Concentration in Physical Education 75 hours

The Exercise and Sports Science Core Curriculum 35

Physical education/dance activity electives beyond general education requirements. Choose at least one activity hour from each category listed below *(must be taken for a grade)* 6
- Aquatics
- Fitness
- Leisure and Recreation
- Team Sports
- Individual/Dual Sports
- Dance

***Prior to graduation, students must show valid proof of First Aid/CPR certification

ESS 743 Teaching Physical Education in the Elem. School for the Physical Educator 3

ESS 744 Method of Teaching Team, Individual and Recreational Sports. 2

ESS 745 Teaching Healthful Living in the Middle and Secondary School 4

ESS 746 Teaching Physical Education for Individuals with Special Needs (K–12) 3

Professional Studies

PSY 210 or 310, Developmental /Psych of Children and Adolescents 3

SOC 335 Race and Ethnic Relations 3

EDU 232 Foundations of Education 3

EDU 234 Educational Psychology. 3

EDU 440 Seminar in Education 1

EDU 241 Introduction to Instructional Media 1

EDU 450 Reading in the Content Area 2

EDU 490 Observation and Directed Teaching. 6

MINOR IN EXERCISE AND SPORTS SCIENCE 20 HOURS

Select from the following: 14
- BIO 322 Human Anatomy and Physiology (3)
- BIO 342 Human Anatomy and Physiology Lab (1)
- ESS 200 Foundation of Physical Education, Sport & Fitness (3)
- ESS 220 Principles of Strength Training and Conditioning (2)
- ESS 255 Lifespan Motor Development (3)
- ESS 300 Issues and Mgmt of Sport and Physical Education (3)
- ESS 310 Exercise Leadership (3)
- ESS 320 Assessment in Physical Education, Sport and Fitness (3)
- ESS 475 Motor Learning and Skill Performance (3)
- ESS 350 Topics in Exercise and Sports Science (3)
- ESS 482 Kinesiology (3)
  Prerequisites: BIO-322, BIO 342
- ESS 485 Exercise Physiology (3)
  Prerequisites: BIO-322, BIO-342
- ESS 487 Exercise Physiology lab (1)
- ESS 486 Exercise Prescription (2)
  Prerequisites: BIO-322, BIO-342.
- ESS 499 Introduction to Research in Exercise and Sports Science (3)
  Prerequisite: ESS-320
- FN 227 Nutrition (3)

(Students pursuing teacher licensure may select from any of the above and those listed below):
- ESS 743 Teaching Physical Education in the Elementary School for the Physical Educator (3)
- ESS 744 Methods of Teaching Team, Individual and Recreational Sports (2)
- ESS 745 Teaching Healthful Living in the Middle and Secondary Schools (4)
- ESS 746 Teaching Physical Education for Individuals w/Special Needs (K–12) (3)

Health courses selected from the following: 2
- HED 100 Contemporary Health Issues (2)
- HED 200 Responding to Emergencies (2)
- HED 282 Prevention and Care of Movement Injuries (2)

Additional Physical Education/Dance Activity courses beyond general education requirements; must include one course selection from at least four of the following five categories: Team Sports, Individual Sports, Dual Sports, Fitness and Dance *(must be taken for a grade)* 4

—For Exercise and Sports Science courses, see pages 143–144.
—For Health courses, see page 151.
—For Physical Education courses, see pages 167–169.

History and Political Science

Professor Novak, Head; Professor Frazier; Associate Professor True-Weber; Assistant Professors Fountain, Martinson, McElreath and Vitarbo; Adjuncts Griffith, Rogers and Smith.

The department offers majors in History, Public History, International Studies, and Political Science.

Objectives

Through the courses and programs offered by the department, every student will develop a serious acceptance of the obligations of democratic citizenship; an informed awareness of the modern world in its many historical and political dimensions; and the ability to be objective and discerning about other peoples and cultures. In addition, all history and politics majors will develop the knowledge base appropriate to the fields they have chosen; relevant skills in research, analysis, and communication; and the ability to choose and pursue meaningful careers. Toward this end, the department will provide each major effective individual advising on personal, academic and career concerns.

CAREER DIRECTIONS

History and Political Science majors may go into teaching, graduate study, paralegal professions, law, state and federal government, business, public and social service careers, historic sites, museums and archives, the foreign service, international relations, journalism and editing, and many other occupations supported by a wide knowledge of history and politics. The department also has special career tracks in vocational and professional areas.

RESOURCES

Our location in the state capital gives us unique opportunities for students in History and Political Science. Archives, museums and historic sites abound, allowing us to offer the most complete undergraduate major in Public History of any college in the Southeast. Our proximity to state and city government affords our politics students wonderful on-site experience and personal connections: one alumna became Assistant to the NC Speaker of the House and another worked for Senator John Edwards. Our student teachers gain their experience in the best schools in Wake County. Our majors need only take the Wolfline one mile down the road to N.C. State University, which offers an exceptional array of specialized upper-level courses that no small college department could hope to present.

Internships

All majors should plan to undertake a community internship experience for academic course credit. An internship will help each student to clarify her career choices, to gain valuable skills and establish important contacts, and to secure employment after graduation. Consult departmental advisors for help in making a good choice among the many possibilities available in the immediate area. Recent internships have been at sites such as the N.C. Museum of History, Exploris International Children's Museum, N.C. Supreme Court, N.C. Assembly, Historic Oakview, Duke Homestead and a variety of others.

Advanced Placement

The Department offers advanced placement in American History 214, 215; Western Civilization 101,102; Introduction to Asian History 224; and Politics 100.

Majors in History

History 31 hours

HIS 334 Methods of Historical Research	3
HIS 495 Senior Seminar	1
HIS 499 Senior Research OR HIS 498 Honors Thesis	3
HIS 101 Emergence of Western Civilization or HIS 102 Modern Western Civilization	3
HIS 214 American History to 1876 or HIS 215 American History since 1876	3
One non-western course chosen from the following	3
HIS 103 The World in the 20th Century (3)	
HIS 200 Intro to Latin-American History (3)	
HIS 224 Intro to Asian History (3)	
HIS 281 Intro to African History (3)	
HIS 282 Modern Middle East (3)	
HIS 325 Asian Civilization (3)	
appropriate special studies courses	
Electives in approved history courses	15

International Studies 36 or 37 hours

HIS 102 Modern Western Civilization	3
HIS 103 World in the 20th Century	3
POL 204 Modern Political Systems	3
POL 210 International Politics	3
HIS 334 Methods of Historical Research OR POL 334 Research Design and Methods	3
HIS 495 Senior Seminar and HIS 498/9 Senior Research OR POL 498/9 Senior Research	3 or 4
Approved electives chosen from modern international history, business, economics, geography, foreign language, fine arts, and other disciplines that relate to the 20th century world	17–18

It is highly recommended that International Studies students achieve fluency in at least one foreign language. The major should also, if possible, include study abroad.

Public History 37 hours

HIS 334 Methods of Historical Research	3
HIS 495 Senior Seminar	1
HIS 499 Senior Research OR HIS 498 Honors Thesis	3
HIS 214 American History to 1876	3
HIS 215 American History since 1876	3
HIS 300 Introduction to Public History	3
HIS 333 History of the South OR HIS 343 History of North Carolina	3
HIS 250 Introduction to Archaeology OR HIS 270 Introduction to Native American History or ART 221 Western Art: Ancient-Early Renaissance OR ART 222 Western Art: High Renaissance-Modern	3
Internship in a public history institution	1–3
Approved electives	9–11

Each student will consult with the major professor to choose additional courses from a variety of related fields that will prepare her for a career in archives, museums, historic sites and preservation, or documentary editing.

—For History courses see pages 151–154.

Majors in Political Science

Political Science (General) 36 hours

Core:18 Hours

POL 100 American Political Systems	3
POL 205 Political Ideas Seminar	3
POL 203 Contemporary American Policy	3
POL 204 Modern Political Studies or 210 International Politics	3
POL 334 Research Method and Design	3
POL 499 Senior Research or POL 498 Honors Thesis	3
Electives in courses from at least two different sub fields in Political Science:	18

Political Science with a Concentration in Law and Justice 36 hours

Core: same as above with POL 334 or LEG 401 for Research Methods 18

POL 300 Law and Society	3
POL 301 Constitution and Rights of Americans	3
ENG 358 Professional Writing	3
Electives: chosen from approved courses in POL and related fields	9

—For Political Science courses, see page 170–171.

MINORS IN HISTORY AND POLITICAL SCIENCE

History 18 hours

HIS 334 Methods of Historical Research	3
Electives approved by the department head	15

International Studies 18 hours

HIS 103 World in the 20th Century	3
POL 210 International Politics	3
HIS 334 or POL 334 Methods of Research	3
Electives approved by the department head	9

Public History 18 hours

HIS 334 Methods of Historical Research	3
Electives approved by the department head	15

Criminal Justice Studies 21 hours

SOC 230 Principles of Sociology	3
POL 100 American Political Systems	3
SOC 336 Criminology	3
POL 930 or SOC 930 Internship (Open to Juniors and Seniors	3
Electives chosen from the following	9

- SOC 337 Corrections (3)
- SOC 335 Race and Ethnic Relations (3)
- POL 300 Law and Society (3)
- POL 301 Const & Rights of Americans (3)
- POL 305 Intro to Public Administration (3)
- HIS 215 American History Since 1876 (3)

Political Science 21 hours

POL 100 American Political Systems	3
POL 205 Political Ideas Seminar	3
Prerequisite: ENG 111	3
Approved electives in politics courses at least two at 300 level	12

Teacher licensure is available in B–K, K–6, 6–9 social studies concentration and 9–12 social studies. See licensure requirements in the School of Education listing.

Human Environmental Sciences

Professor Tippett, Head; Professors Burpitt, Clark, Ellis, Goode; Associate Professors Crowley, Fisher, Landis, Roubanis and Winterhoff; Assistant Professors Collins and Strangis; Instructor Yang; Adjuncts Bostic, Noland, Ostrowski, Poorman, Sibert, and Simon.

Department Overview

The Department of Human Environmental Sciences uses an interdisciplinary approach to study the relationship among individuals, families and communities and the environments in which they function. As an applied science program, the department focuses on assisting people to improve their quality of life, thereby improving the conditions of society.

Human Environmental Sciences strives to develop in students the knowledge, skills, values, and global awareness necessary to pursue careers and enter graduate programs in the following areas of study: Child Development, Family and Consumer Sciences, Fashion Merchandising and Design, Foods and Nutrition, and Interior Design.

The **goals** are that students in the department of HES will

○ apply principles and skills for managing human and material resources for the improvement of the quality of life for individuals, families, and society;

○ synthesize knowledge gained from a broad-based liberal arts core at Meredith College and apply it to her major; and

○ demonstrate effective communication skills, collaboration skills, research skills, creativity, critical thinking skills, leadership, and professional ethics.

The department offers majors leading to Bachelor of Science degrees in child development, family and consumer sciences, fashion merchandising and design, foods and nutrition, and interior design. Minors are also offered in each area.

Majors may earn licensure to teach family and consumer sciences in public and private schools, they may complete B-K or K-6 licensure combined with a child development degree, and they may also complete a second major or minor in another department.

The **Didactic Program in Dietetics** at Meredith College is accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association, Jackson Blvd., Chicago, IL, 60606-6995, (312) 899-4876. Graduates of this program are eligible to apply for accredited Dietetic Internship Programs, the current pathway for completion of supervised practice requirements leading to registration in the field.

The **Meredith College Dietetic Internship** is a CADE accredited program. Students enrolled in the dietetic internship acquire competence for an entry-level position in clinical nutrition, community nutrition, or food service management. Successful completion of the internship program will enable students to take the Registration Examination to become Registered Dietitians.

The department also offers a **Master of Science degree in Nutrition.** Details of the Master of Science Degree in Nutrition Program are published in a separate graduate catalogue. Information is available from the Department of Human Environmental Sciences or the John E. Weems Graduate School. The program is designed for students with a baccalaureate degree in foods, nutrition, allied health or related fields who are seeking advanced study in applied human nutrition. The program requires 35–36 credit hours, with a thesis or non-thesis option.

The **Interior Design program** is fully accredited by the Council for Interior Design Accreditation (formerly FIDER). Majors are encouraged to join the student chapter of the American Society of Interior Designers (ASID).

Students earning majors in interior design, child development, fashion merchandising and design, and foods and nutrition may earn a second major in family and consumer sciences by completing 24 hours of course work that does not overlap the first major. Students are advised to begin their majors during their freshman year in order to complete the sequence of courses within four years.

Mission, Goals and Overview of Programs of Study in Human Environmental Sciences

The **mission** of the **Child Development program** at Meredith College is to offer an interdisciplinary program of study that prepares students to pursue careers in early childhood settings and agencies serving young children and their families, and to pursue graduate and professional studies. The philosophy underlying this program is that children develop within an ecological framework that includes the complex interrelationships among the child, the family, their diverse culture, and the society at large. The program develops in students the knowledge and skills to promote the application of a developmental perspective to their work with children and families, to establish partnerships between families and child development professionals that reflect family-centered practices, and to provide educational and community programming that is inclusive of all children.

Child Development Program Goals

Upon completion of the program the students will

○ Demonstrate mastery of professional standards and guidelines as set forth by the National Association for the Education of Young Children, the Division for Early Childhood of the Council for Exceptional Children, and the North Carolina Department of Public Instruction;

○ Design, adapt, and evaluate integrated curriculum, inclusive environments, teaching practices, and children's learning utilizing developmentally appropriate guidelines and evidence-based practice;

○ Articulate and demonstrate mastery of family-centered practices and strategies for working with the families of young children;

○ Use observation, documentation and assessment to support young children and families;

○ Evaluate, interpret, and translate professional literature and theory into best practices for children and their families;

○ Advocate for children and their families based on the basics of best practices and policy; and

○ Participate in professional organizations serving children and families.

The **Child Development major** focuses on the physical, social, emotional, linguistic and intellectual development of children, birth through age eight. Students may choose to become eligible to teach in public school programs by completing B–K or K–6 licensure requirements through Meredith's teacher preparation program.

The **mission** of the **Fashion Merchandising and Design program** is to offer exposure to every aspect of the fashion industry, from concept to consumer and to provide a stimulating academic climate which will meet the needs of students as they prepare for careers in fashion merchandising or fashion design, for graduate school, for community involvement, and for global citizenship. Through rigorous instructional and service learning, study abroad, and experiential learning, Fashion Merchandising and Design students are challenged to strengthen their talents and intellectual skills, expand their knowledge, increase their understanding, and then apply what they have learned for their personal and professional success, for the betterment of their families and communities, and for the greater good of humankind. Fashion Merchandising and Design students may concentrate in either Merchandising or Design, depending on their desired careers, their abilities, and their personal interests.

Fashion Merchandising and Design Program Goals

For the **Design Concentration** — Upon completion of the program, students will be able to

○ Apply important concepts and skills in Fashion Design

○ Demonstrate a sufficiently high level of creativity and problem solving as related to apparel design and manufacturing.

○ Integrate knowledge gained from other disciplines and apply that knowledge to the fashion design.

○ Think critically, gather information, and communicate effectively.

○ Apply appropriate technology in fashion design and manufacturing.

○ Participate in the assessment of her own work and the work of others, and

○ Articulate visual observation skills.

For the **Merchandising Concentration** — Upon completion of the program, students will be able to

○ Apply terms, concepts, and quantitative data important in fashion merchandising and retailing.

○ Demonstrate a sufficiently high level of problem solving as it relates to fashion retailing and wholesaling.

○ Think critically, gather information, and communicate effectively.

○ Apply appropriate technology used in fashion retailing and wholesaling.

○ Use ethical principles to make appropriate decisions in fashion retailing and wholesaling.

The **mission** of the **Family and Consumer Sciences program** is to develop the knowledge, skills, and practice of professionals whose work will be to be able to help individuals and families manage the challenges of living and working in a diverse, global society across the life span. This program focuses on empowering individuals, strengthening families, and enabling communities through teaching, research, and service. The program prepares students to assume professional responsibilities in a variety of career fields such as education, business, industry, social agencies, and government, or to enter a graduate program for further study.

Family and Consumer Sciences Program Goals

Upon completion of the program, students will

- Integrate knowledge from the disciplines of Human Environmental Sciences to promote the well-being of families, individuals, and communities;
- Promote the personal, social, and economic health of people;
- Utilize theories and research to balance personal, home, family, and work lives;
- Address problems in diverse family, community, and work environments;
- Apply appropriate technology to maximize human potential;
- Develop high standards of professional practice; and
- Pursue further study through continuing education programs, leadership in the profession, community service, or graduate work.

The **Family and Consumer Sciences major** is designed for students who are entering careers that call for a broad knowledge of all family and consumer sciences areas, such as teaching in public schools and the Cooperative Extension Service, secondary and adult education. When she combines the family and consumer sciences major requirements with those for secondary licensure, the student is qualified to teach 7–12 family and consumer sciences (formerly home economics) in North Carolina. Students who choose teacher licensure should see the department for specific requirements. When she combines the major with a major or minor in business, the student is prepared for a career in consumer services, utility companies, product and equipment promotion, and government agencies.

The **Foods and Nutrition undergraduate program** prepares students for careers in nutrition, foods, and dietetics, and to pursue accredited dietetic internship programs leading to registration in the field. Grounded in the basic sciences, students are provided a strong foundation to pursue graduate and professional studies, and a curriculum that promotes student leadership and encourages service to the profession and community. The program strives to develop in students the knowledge and skills to promote optimal nutrition and well-being through the application of nutrition science to individuals and groups across the life span in a diverse and changing environment. The program fosters in students a global and holistic understanding of the interrelationships among human nutrition, wellness, food and its systems.

Food and Nutrition Undergraduate Program Goals

Upon completion of the program, students will be able to

- Demonstrate mastery of Didactic Program in Dietetics competencies as articulated by the American Dietetic Association;
- Communicate effectively using appropriate techniques and technology;
- Advocate for optimal nutrition and well-being;
- Demonstrate critical thinking skills;
- Evaluate and interpret professional and lay literature in the field;
- Participate in the process of research; and
- Demonstrate leadership with integrity and social responsibility.

The **Foods and Nutrition major** is designed for students with interests in normal and therapeutic human nutrition, nutrition research, foods, food science, and food service management. Graduates may work in a variety of professional settings, including hospitals and other healthcare settings, sports nutrition and wellness programs, community and public health departments, food and nutrition-related businesses and industries, and research. Majors are encouraged to gain experience in the field of nutrition and dietetics through on and off-campus volunteer and work experiences and with the Meredith College Nutrition and Wellness Association.

The **mission** of the **Interior Design program** is to provide an interior design curriculum that equips students with the tools that will enable them to apply creativity, critical thinking, and problem solving in ways that can benefit clients, their colleagues, and their communities and provide its graduates with the skills, training, and experience that can lead to academic, professional, and personal success.

Interior Design Program Goals

Upon completion of the program, students will be able to

- Analyze clients' needs, goals, and life safety requirements by following a systematic design process;
- Formulate design concepts and present design recommendations with appropriate media;
- Prepare working drawings and specifications, taking into consideration compliance with universal accessibility guidelines and all applicable codes;
- Prepare business documents and review and evaluate design solutions;
- Synthesize knowledge gained from a broad-based liberal arts college core and apply it to the Interior Design major; and
- Demonstrate effective communication, collaboration, research, creative, and critical thinking skills, along with leadership, promotion of environmentally responsible design and professional ethics.

The **interior design major** provides opportunities for students interested in residential, commercial, and institutional design. Students are admitted to the interior design degree program after advisement and recommendation of the interior design faculty. Students build skills in space planning, programming, computer aided design, and presentation methods, with emphasis on professional practice. Majors are encouraged to participate in design internships and the Student Chapter of the American Society of Interior Designers. During the senior year students have the opportunity to work very closely with an assigned mentor in professional development, portfolio development and job search skills. Meredith's interior design program also offers opportunities for study abroad in Denmark between the junior and senior year. A professional advisory board reviews the curriculum, recommends innovations, and identifies career possibilities. The program is accredited by the Council for Interior Design Accreditation (formerly FIDER). Graduates may pursue careers in such settings as design firms, retail furnishings and materials stores, corporate, government, and institutional facilities departments, office furnishing dealerships, hotel and restaurant chains and health care facilities.

Majors in Human Environmental Sciences

Child Development 43–48 hours

Students must complete the courses in the core curriculum (34–38) plus three courses chosen from the list of electives (9–10) for a total of 43–48 semester hours.

BK 337 Observation of Young Children	3
CD 234 The Preschool Child	3
CD 334 Infant Development	3
CD 335 Marriage/Family Relationships	3
CD 340 Young Children's Learning Environment	3
CD 345 Preschool Curriculum *(prerequisite BK 337)*	4
CD 438 Support & Strength Families	3
CD 450 Adv. Practicum & Seminar *(Waived for licensure candidates admitted to the School of Education)*	4
FCS 290 Foundations in FCS	1
HED 200 Responding to Emergencies	2
PSY 210 Life Span Developmental Psych or PSY 310 Psych of Children and Adolescents	3
PSY 312 Psych of Exceptional Individual	3
SWK 235 Child Welfare	3
Electives chosen from the following	9–10

- BK 341 Variations in Early Development (3)
- BK 350 Emergent Literacy & Technology Integ (3)
- BK 445 Advanced Curriculum Development (3)
- CD 434 Infant Curriculum (3-4)
- CD 436 Admin. of Prog. Young children (3)
- CD 440 Rdgs Presch Educ & Early Inter (3)
- FCS 355 Family Resource Management (3)
- FN 227 Nutrition (3)
- EDU 232 Foundations of Education (3)
  or EDU 234 Educational Psychology (3)

Fashion Merchandising and Design

Students must take the core curriculum plus additional requirements for one of two concentrations.

The Core Curriculum (30 hours)	
FCS 290 Foundations in FCS	1
FMD 114 Apparel Merchandising	3
FMD 115 Prin. Of Clothing Construction	3
FMD 212 Visual Merchandising	3
FMD 213 Clothing and Society	3
FMD 315 History of Costume	3
FMD 318 Apparel Design Development	2
FMD 418 Textiles	3
BUS 360 Principles of Marketing	3
BUS 467 Advertising & Sales Promotion	3
ECO 101 Principles of Microeconomics	3

Merchandising Concentration 45 hours

A minor in business is strongly recommended.

The Core Curriculum (30 hours)	
FMD 244 Retail Merchandising	4
FMD 442 Retail Buying	3
FMD 443 Special Problems in Retailing	2
BUS 300 Principles of Management	3
BUS 361 Consumer Behavior	3

Design Concentration 54-55 hours

The Core Curriculum (30 hours)	
FMD 226 Tailoring	3
FMD 244 Retail Merchandising	4
Or FMD 495 Senior Project	3
(Seniors may opt to take FMD 495 Senior Project instead of FMD 244 Retail Merchandising)	
FMD 425 Draping	3
FMD 427 Apparel Design	3
FMD 428 CAD Apparel Design	3
ART 101 Drawing I	3
ART 105 Two-Dimensional Design	3
ART 206 Color Theory	3

Family and Consumer Sciences 37 hours

FCS 290 Foundations in FCS	1
FN 227 Nutrition	3
ECO 274 Consumer Economics	3
CD 335 Marriage/Family Relationships	3
FCS 355 Family Resource Management	3
FCS 424 Professional Perspectives in FCS *(Waived for licensure candidates admitted to the School of Education)*	3
FCS 425 FCS Practicum *(Waived for licensure candidates admitted to the School of Education)*	3
One course in fashion merchandising and design	3
One course in interior design	3
Electives chosen from CD, FMD, FN, ID, FCS	12

Foods and Nutrition 78 hours

FCS 290 Foundations in FCS	1
FN 124 Principles of Foods	3
FN 227 Introductory Nutrition	3
FN 250 Perspectives in Nutrition	2
FN 260 Nutrition in Diverse Populations	3
FN 310 Food Service Management Systems I	3
FN 311 Food Svc Mgmt Sys I Lab for FN or FN312 Food Svc Mgmt Sys I Lab for FCS	1
FN 320 Food Svc Mgmt Sys II	4
FN 330 Experimental Food Science	3
FN 340 Nutritional Biochemistry and Metabolism	4
FN 440 Med Nutr Assess, Thpy & Couns I	4
FN 450 Med Nutr Assess, Thpy & Couns II	4
FN 480 Colloquium in Nutrition	1
FCS 764 Methods of Teaching FCS	3
CHE 111/141 General Chemistry I and Lab	4
CHE 112/142 General Chemistry II and Lab	4
CHE 221/241 Organic Chemistry 1 and Lab	4
BIO 101/141 General Biology I and Lab	4
BIO 251 Cell Biology	3
BIO 322/342 Human Anatomy and Physiology and Lab or BIO 323/343 Vertebrate Physiology and Lab	4
BIO 334/344 Microbiology and Lab	4
ACC 220 Financial Accounting	3
MAT 245 Statistics I or PSY 200 Statistical Methods in Psychology	3
PSY 100 Introduction to Psychology	3
Electives chosen from the following	3

- BIO/CHE 200 + (3–4)
- PHY 100+ (3–4)

FN 299 or 499 Research (3)
FN 498 Honors Thesis (3)
PSY 324 Conditioning & Behavior Modification (3)
BUS 360 Principles of Marketing (3)
ESS 482 Kinesiology (3)
ESS 485/487 Exercise Physiology and Lab (4)
REL 344 Biomedical Ethics (3)

Interior Design 64 hours

FCS 290 Foundations in FCS	1
ID 142 History of Architectural Interiors & Furnishings	3
ID 144 Interior Design I	3
ID 243 ID Drafting & Presentation	3
ID 244 Interior Design II	3
ID 245 Housing Issues	3
ID 246 Interior Design Materials	3
ID 248 Technology Applications For ID	3
ID 342 Special Problems in CADD	3
ID 343 Construction Technology	3
ID 344 Interior Design III	3
ID 348 Interior Lighting Design	3
ID 443 Professional Practices in ID	3
ID 444 Interior Design IV	3
ID 447 Contract Interior Design	3
FMD 418 Textiles	3
ART 101 Drawing I	3
ART 105 Two-Dimensional Design	3
ART 206 Color Theory	3
ART 207 Three-Dimensional Design	3
ART 221 Survey W. Art-Ancient, Early Ren or ART 222 Survey W. Art-High Ren-Modern	3
Elective chosen from the following	3

- BUS 360 Principles of Marketing (3)
- BUS 300 Principles of Management (3)

Interior design students are advised to arrange their courses in the following sequence:

Freshmen: ID 142, 144; ART 101, 105; FCS 290
Sophomores: ID 243, 244, 248; ART 206, 207
Juniors: ID 245, 246, 342, 343, 344, 348; ART 221 or 222
Seniors: ID 443, 444 and 447; FMD 418

MINORS IN HUMAN ENVIRONMENTAL SCIENCES

Child Development 19 hours

(assuming prerequisites have been met)

CD 234 The Preschool Child	3
CD 334 Infant Development	3
CD 335 Marriage/Family Relationships	3
CD 345 Preschool Curriculum *(Prerequisite BK 337)*	4
CD 340 Young Children's Learning Environment	3
CD 438 Support & Strength Families *(Prerequisites BK 337, PSY 210 or 310 [prerequisite PSY 100 or EDU 234])*	3

Fashion Design 20 hours

FMD 114 Apparel Merchandising	3
FMD 115 Principles Of Clothing Construction	3
FMD 315 History of Costume	3
FMD 318 Apparel Design Development	2
FMD 418 Textiles	3
FMD 425 Draping	3
FMD 427 Apparel Design	3

Family and Consumer Sciences 21 hours

FN 227 Nutrition	3
CD 335 Marriage/Family Relationships	3
FCS 355 Family Resource Management	3
FCS 274 Consumer Economics	3
One interior design elective	3
One fashion merchandising and design elective	3
One elective from CD, FMD, FN, ID or FCS	3

Interior Design 18 hours

ART 101 Drawing I or ART 105 2-D Design	3
ID 142 History of Architectural Interiors & Furnishings	3
ID 144 Interior Design I	3
ID 245 Housing Issues	3
ID 246 Interior Design Materials	3
FMD 418 Textiles	3

Merchandising 21 hours

FMD 114 Apparel Merchandising	3
FMD 212 Visual Merchandising	3
FMD 213 Clothing and Society	3
FMD 244 Retail Merchandising	4
FMD 418 Textiles	3
FMD 443 Special Problems in Retailing	2
Approved elective	3

Foods and Nutrition 18–20 hours (assuming prerequisites have been met)

Core Courses 8 hours

FN 227 Introductory Nutrition	3
FN 250 Perspectives in Nutrition *(Prerequisite: FN 227 Introductory Nutrition)*	2
FN 260 Nutrition in Diverse Populations *(Prerequisite: FN 227 Introductory Nutrition)*	3

Students may select 10–12 additional hours from the following course offerings:

FN 124 Principles of Foods	3
FN 310 Food Service Management Systems I *(Prerequisite: FN 124 (3);Corequisite: FN 312 (1) = (4))*	3
FN 311 Food Svc Mgmt Sys I Lab for FN *(Prerequisite: FN 124 (3); Corequisite: FN 310 (3) = (6))*	1
FN 320 Food Service Management Systems II *(Prerequisites: FN 124 (3), FN 310 (3), ACC 230 (3), and FN 312 (1) = (10))*	4
FN 330 Experimental Food Sciences *(Prerequisites: FN 124 (3), FN 227 (3), BIO 101/141 (4) = (10))*	3
FN 340 Nutritional Biochemistry & Metabolism *(Prerequisites: FN 227 (3), CHE 111/141 (4), CHE 112/142 (4), CHE 221/ 241 (4), BIO 101/141 (4), BIO 251 (3) = (23))*	4
FN 440 Medical Nutritional Assessment, Therapy and Counseling (MNATC) *(Prerequisites: FN 227 (3), FN 340 (3), BIO 101/141 (4), BIO 102/142 (4), CHE 111/141 (4), CHE 112/142 (4); CHE 221/ 241 (4); Corequisites: BIO 322/342 (4) or BIO 323/343 (4), (26–34))*	1

FN 450 MNATC II 4
(Prerequisites: FN 227 (3), FN 340 (3), FN 440 (4), BIO 101/141 (4) BIO 102/142 (4), CHE 111/141 (4), CHE 112/142 (4); CHE 221/ 241 (4); Corequisites: BIO 322/342 (4) or BIO 323/343 (4) (30–38))

Teacher licensure is available in B–K, K–6, and Family and Consumer Sciences. See licensure requirements in the School of Education listing

—For Birth–Kindergarten Licensure courses, see pages 123–124.
—For Child Development courses, see pages 127–128.
—For Family and Consumer Sciences courses, see pages 144–145.
—For Fashion Merchandising and Design courses, see pages 145–146.
—For Foods and Nutrition courses, see pages 146–147.
—For Interior Design courses, see pages 154–155.

Interdisciplinary Studies

A department or school may intermittently offer opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

—For Interdisciplinary Study courses, see pages 153–154.

Mathematics and Computer Science

Professor Dietz, Head; Professor Davis; Associate Professors Cole, Hendrix, Hontz and Schuette; Assistant Professors Cole, Hendrix, Koster, Director of Computer Studies, and Rosso; Instructor Watkins, Computer Applications Specialist; Research Associate Joyner; Adjuncts Birch, Clinton, Potter, Smetana, and Woodward.

Mission Statement:

The Department of Mathematics and Computer Science at Meredith College provides opportunities for faculty and students to engage in the expansion of knowledge in mathematics and computer studies. We provide all Meredith students a foundation for active participation in an increasingly technological society. The department strives to educate our majors and minors to be creative, capable, ethical and confident in applying mathematical reasoning and technology to solve problems and accomplish goals. We prepare our majors and minors for success in careers and graduate school, as well as foster a lifelong appreciation for mathematics and technology.

Departmental Goals:

GENERAL EDUCATION:

The goals of the Department of Mathematics & Computer Science are that all students will acquire and develop:

○ Quantitative literacy and technological fluency
○ The ability to solve problems through a process of conceptual and logical reasoning

MATHEMATICS:

A student who completes a degree in mathematics will:

○ Reason mathematically and work collaboratively to solve problems
○ Communicate mathematics both orally and in writing with precision and clarity
○ Understand a branch of mathematics in depth
○ Make connections within mathematics
○ Use technology for conceptual understanding and significant computation
○ Apply mathematics across disciplines (BS only)

COMPUTER SCIENCE:

A student who completes a degree in Computer Science will

○ Develop a broad understanding of current technologies and the confidence to expand on this knowledge
○ Develop a fundamental knowledge of architecture and operating systems
○ Demonstrate strong analytical and critical thinking skills
○ Demonstrate interpersonal communication and team skills and strong ethical principles
○ Be able to design and implement programming solutions

COMPUTER INFORMATION SYSTEMS:

A student who completes a degree in Computer Information Systems will:

○ Have a broad business and real world perspective
○ Develop a broad understanding of current technologies and the confidence to expand on this knowledge
○ Demonstrate strong analytical and critical thinking skills
○ Demonstrate interpersonal communication and team skills and strong ethical principles
○ Be able to design and implement information technology solutions that enhance organizational performance.

Minors in mathematics, computer studies, statistics, and mathematics/computer applications are also offered, along with a variety of support courses for other disciplines.

In addition, the department offers the mathematics and methods courses for middle grades and secondary teacher licensure in North Carolina.

Academic credit for supervised professional employment related to mathematics and/or computer science is available through cooperative education, internships, and special studies.

The Vivian Kraines Freshman-Sophomore Mathematics Competition is held each January, and awards are given to the winners. Each spring the Vallie Tillotson Nelson Award is given to the outstanding freshman in mathematics courses. The Canaday Scholarship is given annually to a rising senior majoring in the department, and the Preston Scholarship is given to a student who has excelled in statistics.

Extracurricular activities include participation in national and regional mathematics and computer science competitions. The

Canaday Mathematics and Computer Science Club sponsors guest speakers, programs on co-ops and careers, and various other activities. The North Carolina Mu Chapter of Pi Mu Epsilon, a national honor society in mathematics, also organizes events.

Competency tests are available from the department for spreadsheets.

ENGINEERING DUAL DEGREE

An Engineering Dual Degree Program is available to Meredith College students. In this 5-year program, a student can receive a Bachelor of Arts degree from Meredith College in Mathematics and either a B.S. in Civil Engineering, a B.S. in Computer Engineering, a B.S. in Electrical Engineering, or a B.S. in Industrial Engineering from NCSU. For details of the program see p. 52. Other engineering dual degree combinations can be found on p. 69 (Chemistry). Interested students should contact Dr. Charles Lewis, the Engineering Program Coordinator at Meredith before she registers for her first semester at Meredith College.

Mathematics Placement

Students with SAT or ACT scores indicating an inadequate level of preparation for Meredith mathematics courses will be advised to enroll in a non-credit basic skills course before taking a college level mathematics course.

A student not already with credit and advanced placement from high AP scores may request placement in MAT 212 with credit granted for MAT 211 upon completion of MAT 212, with a grade of C or higher. If a student requests placement in MAT 313, credit is given for MAT 212, and MAT 211 upon completion of MAT 313 with a grade of C or higher.

Computer Information Systems

Courses with a CIS prefix do not apply toward the general education requirements in mathematics. However, these courses are complementary to many programs.

One-credit-hour computer information systems (CIS) courses at the 100-level are known as "computer modules" and are usually offered in a format of two class meetings per week for a four and one-half week period.

Majors in Mathematics, Computer Information Systems and Computer Science

Mathematics

Core Curriculum 18 hours

Prerequisite: MAT 144 or MAT 141 and MAT 143 or placement

MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 250 Mathematical Reasoning	3
MAT 314 Calculus III	4

Bachelor of Arts in Mathematics 33 hours

Core Curriculum	18
Minimum of one course chosen from the following	3
MAT 321 Modern Abstract Algebra (3)	
MAT 410 Advanced Calculus (3)	
MAT 415 Topics in Analysis (3)	
MAT 425 Topics in Algebra (3)	
MAT 434 Topics in Geometry and Topology (3)	
MAT 490 Senior Seminar	3
Electives: Mathematics courses at 200 level or above	9

Prerequisite hours: 3–5

Bachelor of Science in Mathematics 54-62 hours

Core Curriculum	18
MAT 410 Advanced Calculus	3
Minimum of two courses chosen from the following	6
MAT 321 Modern Abstract Algebra (3)	
MAT 415 Topics in Analysis (3)	
MAT 425 Topics in Algebra (3)	
MAT 434 Topics in Geometry and Topology (3)	
MAT 490 Senior Seminar	3
Elective courses in mathematics at the 200 level or above	9
CSC 101 Beginning Programming	3
One of the following sequences:	8
CHE 111-112 General Chemistry I and II (8)	
or PHY 211-212 General Physics I and II (8)	
One related area chosen from biology; accounting; business and economics; chemistry and physics (this may include required CHE or PHY courses above); or computer science (this may include required CSC above)	4–12

Prerequisite hours: 3-5

Bachelor of Arts in Computer Information Systems 52 hours

CSC 101 Beginning Programming	3
CIS 156 Web Site Design and Management	3
CSC 203 Foundations of Computer Science	3
CSC 212 Object Oriented Programming	3
CSC 420 Computer Science Seminar	1
CIS 120 Spreadsheets or Competency	0–1
CIS 140 Databases or Competency	0–1
CIS/CSC 312 Information Systems Management	3
CSC 230 Web Programming with Databases	3
CSC 326 Networking and Operating Systems	3
CIS 370 Ethics and Information Technology	1
CIS/CSC 407 Software Engineering	3
MAT 141, MAT 144, or Competency	0–3
MAT 245 Statistics	3
And the coursework required to complete any minor in the School of Business	18–21
Cooperative Education or Internship chosen from the following	3
COE 302 Cooperative Education (1-3)	
COE 403 Cooperative Education (1-3)	
CIS 930 Internship (1-3)	

Bachelor of Science in Computer Science 59-63 hours

CIS 140 Databases or competency	0–1
CSC 101 Beginning Programming	3
CSC 203 Foundations of Computer Science	3
CSC 212 Object Oriented Programming	3
CSC 230 Web Programming with Databases	3
CSC/ MAT 262 Discrete Mathematics	3
CSC 301 Data Structures and Algorithms	3
CSC 311 Computer Organization	3
CSC 326 Network and Operating Systems	3
CSC/MAT 360 Numerical Analysis	3
CSC/CIS 407 Software Engineering	3
CSC 420 Computer Science Seminar	1
Computer Science course at 300 level or above	3
MAT 144, or MAT 141 and MAT 143 or competency	0–5
MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 245 Statistics I	3
PHY 211/241 General Physics I and Lab	4
PHY 212/242 General Physics II and Lab	4
Cooperative Education or Internship chosen from the following	3
COE 302 Cooperative Education (1-3)	
COE 403 Cooperative Education (1-3)	
CSC 930 Internship (1-3)	

MINORS IN MATHEMATICS AND COMPUTER SCIENCE

Mathematics 21–26 hours

Prerequisite: MAT 144 or MAT 141 and MAT 143 or competency

MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 220 Linear Algebra	3
MAT 314 Calculus III	4
Math electives numbered 200 or above	6

(Not open to MAT majors)

Mathematics and Computer Applications 20–25 hours

Prerequisite: MAT 144, or MAT 141 and MAT 143 or competency

MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 245 Statistics I	3
Electives in CIS, CSC, MAT as follows approved by the department head	9
Computer Language (3)	
Computer Elective (200 or above) (3)	
Applied Math or Computer Elective (3)	

(Not open to CIS, CSC, or MAT majors)

Statistics 20–25 hours

Prerequisite: MAT 144, or MAT 141 and MAT 143 or competency

MAT 211 Calculus I	4
MAT 212 Calculus II	4
MAT 245 Statistics I	3
MAT 340 Mathematical Prob. & Statistics	3
MAT 345 Statistics II	3
Elective in statistics approved by the department head	3

(Note: Only the first three courses can count toward both the minor in statistics and a major in mathematics.)

Web Development 18 hours

CSC 101 Beginning Programming	3
CSC 203 Foundations of Computer Science	3
CSC 212 Object Oriented Programming	3
CIS 156 Web Site Design and Management	3
CSC or CIS Electives	6

One 200- level or above and one 300-level or above from the following:

Any CSC or CIS course, particularly CSC499 (3–6 credits) as a Web project in the student's areas of interest.

COM-290 Intro to Mass Communication

ART-300 Computer Design

ENG-358 Professional Writing

(Not open to CIS or CSC majors)

Teacher licensure is available in B–K, K–6, 6–9 mathematics concentration and 9–12 mathematics. See licensure requirements in the School of Education listing.

—For Mathematics courses, see pages 157–159.
—For Computer Information Systems courses, see pages 130–131.
—For Computer Science courses, see pages 131–132

Medieval and Renaissance Studies

Professor Pitts, Coordinator

Meredith's strong liberal arts tradition makes the College a natural setting for examination of the period that created the university and saw the beginnings of humanistic studies. The interdisciplinary minor in Medieval and Renaissance (MedRen) Studies offers a rigorous, individualized, and cohesive but varied academic program with potentially broad appeal for today's undergraduate students. The program combines traditional coursework in several academic fields with opportunities for directed research, study abroad, and special on-campus events. Faculty for the minor is a corps of eight teachers from six academic departments.

In addition to the 18 hours of course work, students taking the minor are required to demonstrate 'intermediate-mid' competency in a modern foreign language and/or Latin. Because the MedRen Studies minor dovetails neatly with majors and minors in history, religion, English, and art history, it offers a viable, attractive option to the student who otherwise might not complete a first or second minor.

MINOR IN MEDIEVAL AND RENAISSANCE STUDIES 18 HOURS

MRE 201 Pilgrims, Poets, and Prophets	*3
*(*Linked with BIO 203 as CORE 205)*	
HIS/REL 385 Europe in the Middle Ages	3
HIS/REL 387 Age of Renaissance & Reformation	3
MRE 498 Honors Thesis or MRE 499 Junior/Senior Research	3
Electives chosen from the following	6
ART 221 Survey of Western Art Ancient-Medieval (3)	
ART 222 Survey of Western Art Renaissance-Modern (3)	

ART 323 Topics in Art History (Medieval or Renaissance)(3)
BIO 203 Death, Disease and Sex in the Medieval Period (3)
ENG 351 Old English (3)
(Prerequisite: ENG 111, ENG 200)
ENG 352 Chaucer (3)
(Prerequisite: ENG 111, ENG 200)
ENG 355 Shakespeare (3)
(Prerequisite: ENG 111, ENG 200)
ENG 356 Shakespeare (3)
(Prerequisite: ENG 111, ENG 200)
ENG 357 Seminar in 17th C. Poetry (3)
(Prerequisites: ENG 111, ENG 200 and ENG 270)
HIS 304 Greek and Roman History (3)
MUS 310 Medieval & Renaissance Music (2)
(Prerequisites: MUS 101 and MUS 215)
MRE 299 Freshman/Sophomore Research (3)
MRE 499 Junior/Senior Research (3)

Music

Professor D. Lynch, Head; Professors Fogle, K. Lyman, F. Page, Vaglio, and Williams; Associate Professor Fredenburgh; Adjuncts Allred, Atchley, Cherry, Chung, Dyke, Eagle, Evans, M. Garriss, P. Garriss, Gilmore, Halverson, Hudson, Jolly, Jong, Lohr, R. Lyman, Nelson, Pittman, Partridge, Poniros, Riva-Palacio, A. Stephenson, E. Stephenson, and Thomas; Accompanist Dupre.

The **mission** of the department is to instill a love for and an understanding of the performing arts in all its constituencies: majors, general college students, and the larger community.

The study of music at Meredith has a threefold emphasis: **(1)** the importance of music as a basic component of a liberal arts education, available to all students; **(2)** professional training of the highest caliber for students who plan to pursue careers in music; **(3)** involvement in the artistic life of the community.

The student who chooses to major or concentrate in music will be prepared to teach, to perform, to direct, or to serve within her field of study; or she may become a leader in a different field, applying the disciplines she has acquired to master its challenges.

Goals of the music program are to provide training which will empower the music major student to

○ Teach
○ Perform
○ Direct
○ Organize and administer programs of many types
○ Serve in any way within the field of music
○ Utilize and apply skills learned in the discipline of music to any other field which she may choose,

and to provide courses, lessons, and ensembles for the general college student that will meet the criteria for Arts and Aesthetics in the Meredith General Education program and that will enrich the lives of the students who enroll in them.

Learning objectives: upon completion of the programs offered by the Department of Music, students will

○ develop and demonstrate creativity through performance, composition, and improvisation;
○ understand the fundamental importance of music and the arts to human expression and therefore human culture as a whole;
○ develop and utilize critical thinking skills;
○ pursue careers in the performing arts, music education, business, church, and professional settings;
○ develop aesthetic understanding through personal interaction with works of music;
○ gain knowledge of basic artistic and philosophical movements in history, applying it to all areas of music study and performance;
○ gain knowledge, skills, and experience necessary to understand contributions of diverse cultures to music;
○ understand the theoretical base of music, applying it to all areas of musical study and performance;
○ promote active involvement in the artistic life of the community,
○ understand and apply technology related to music,
○ accumulate the knowledge and experiences necessary to develop reflective thinking;
○ perform in public: synthesize and integrate the knowledge, skills, and dispositions that relate to music – for the purpose of effective communication of the art to audiences of all sorts;
○ demonstrate interactions with other essential facets of general education, such as mathematical and scientific concepts; ethical values; knowledge of human history; skill in both oral and written expression; positive and healthy use of the body, and;
○ develop and demonstrate a zeal for lifelong learning.

The department offers the Bachelor of Arts with a major in music, the Bachelor of Music with a major in performance (instrument, voice, composition, or concentration in piano pedagogy), the Bachelor of Music with a major in music education (concentration in choral/general or in instrumental music), including preparation for North Carolina teaching licensure, grades K-12, and a Certificate in Church Music, which may be earned in conjunction with any of the undergraduate majors in music. A concentration in musical theatre is offered in collaboration with the Department of Dance and Theatre.

Additional concentrations may be developed upon request of students with special areas of interest, either within the department or on an interdisciplinary basis.

The **Bachelor of Arts in music** is intended for the student who is interested in music as part of a total liberal arts program or for the student who may plan graduate study in musicology, music history, or composition. Some B.A. music students also earn elementary and middle grades teaching licensure; some include a second major (such as religion, psychology, business, or mathematics) to prepare for careers which combine a variety of disciplines.

The four-year Bachelor of Music degree with a major in performance or music education seeks to produce competent, practical musicians who are well versed in the liberal arts. The major in performance prepares the student for a career in performance, private teaching, church music, and (after graduate work) college teaching. The major in music education leads to K–12 public school teaching licensure in music, and it also prepares a student for private school teaching, studio teaching, and church music. The study of music in any program, including the B.A. in music, may also prepare the student for specialized study leading to work in the music industry.

While most Bachelor of Music candidates plan a music career, the disciplines required in music provide excellent preparation for other careers. Music graduates often are recruited in such diverse fields as computer programming, personnel management, counseling, real estate, and other professions not directly related to music. Students interested in music therapy are encouraged to choose one of the music major programs available, including courses in psychology, instruments, and music education, in preparation for graduate study and certification in that field.

The **Master of Music in Performance and Pedagogy** emphasizes performance, teaching methods, literature, and research, to produce studio and college teachers who are well grounded in their area of performance. Requirements for this degree are outlined in the Meredith Graduate School Catalogue, which may be obtained from the School of Music or from the John E. Weems Graduate School. Graduate programs at Meredith are open to both women and men.

Accreditation

Meredith College is an accredited institutional member of the National Association of Schools of Music.

Audition and Interview: Potential Music Majors

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music come to the campus for an interview with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and potential. An acceptable audition is prerequisite for admission into a major program and for scholarship consideration and sometimes, though not always, for admission to the college itself. If entry level work is not exhibited at the entrance audition, a student may be placed in remedial courses and/or applied study until the appropriate level of skill has been attained. Admission into the college does not guarantee admission into the music program; likewise, a successful audition does not always guarantee admission to the college. In cases where distance prohibits a personal visit, a video and/or audio recording may be sent in lieu of a personal audition.

Non-Credit Program

The School of Music provides instruction in applied music to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in this program. Registration is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

Facilities

BUILDINGS

Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, choral and orchestral concerts, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ, choral and orchestral performances). Teaching and practice space includes two large classrooms, a music education laboratory, two seminar rooms, a rehearsal hall, a scene shop, an electronic/computer studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

EQUIPMENT

A large inventory of equipment is available for effective teaching and learning. Musical instruments include a 2006 Steinway concert grand, about 20 other grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), four studio and practice organs (two Holtkamps, a Casavant, and a Ryan tracker), a Roland electronic keyboard/synthesizer laboratory, and a collection of orchestral instruments. A complete technology laboratory includes ten stations with computers (connected to the Internet), Roland keyboards, sequencers, other peripherals, and music software (especially the Finale notation program). The department is also well equipped with audio and video recording and playback equipment. The theatre, most recently renovated in 1998-1999, possesses excellent lighting, sound, and stage machine systems, making it one of the best equipped theatrical facilities in the area.

LIBRARY

The Music Library, located in Wainwright Music Building, houses an extensive collection of scores, musical recordings, and instructional materials. The Listening Room contains equipment for individual listening and viewing. Books, periodicals, reference works and indexes are centrally located in the Carlyle Campbell Library. Study areas are also available in the Music Library.

Performances

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among the series available to Meredith students are Stewart Theatre, the Chamber Music Guild, North Carolina Symphony, Raleigh Little Theatre, North Carolina Theatre, and Opera Carolina. Capitol Opera Raleigh, a community opera association co-sponsored by Meredith, conducts its rehearsals and performances at Meredith, providing opportunities for students to participate in operatic productions.

Members of the Meredith faculty, including the Meredith Chamber Players, are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

It is essential that students experience as large and varied a selection of performances as possible. All undergraduate music majors are expected to attend at least 10 programs per semester, selected in consultation with their instructors, from the large number of performances available on campus and in the Raleigh area. In addition, undergraduate music majors are required to attend all Thursday student recitals. For musicians, regular attendance at public performances is as essential to the learning experience as lessons, literature, history, ensembles, practice, and other classes.

Specific Requirements for Music Majors

PERFORMANCE

Performance is at the core of the music curriculum. Every musician performs regularly—whether on stage, in church, in the classroom, or in the studio—in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Performance majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy students) and a full graduation recital. Master of Music candidates normally will perform at least once each semester in a student recital, and will give a lecture-recital and a graduate recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

ENSEMBLES

The privilege of making music with others develops musicianship, provides the opportunity to work under the leadership of gifted leaders, and enhances the sense of community found in Meredith programs. All undergraduate music majors are required to participate in ensembles eight semesters (with or without academic credit), except during the student teaching semester for music education majors. All music majors must participate in at least two semesters of a choral ensemble. In addition, singers continue to enroll in choral ensembles every semester; instrumentalists play in large instrumental ensembles every semester; and keyboard majors accompany for at least six semesters. In all ensembles, attendance at two to five hours of rehearsal each week and at all performances is required. All music majors are strongly encouraged to participate in additional ensembles to augment their performance experience at Meredith.

Transfer students and 23+ students majoring in music who have had previous ensemble experience may transfer ensemble credits from other accredited colleges and universities. In addition, certain non-collegiate ensemble experiences of professional quality may be accepted as meeting the ensemble requirement on a limited basis. Decisions will be made on a case-by-case basis by the Director of Choral Activities or the Director of Instrumental Activities in consultation with the department head. Each transfer student or 23+ student must participate in Meredith ensembles for at least four semesters.

Sophomore/Transfer Conference

The sophomore/transfer conference is designed as an advising tool at the time the music student has had basic foundation courses and before she formally declares her major. Normally scheduled early in the fourth semester of full-time study, the conference between the student and a faculty committee will assess past, present, and future work and advise the student regarding her specific choice of major. Full details regarding this conference are available in the music office, the Handbook for Music Students, and from faculty advisors in music.

Portfolio

Music majors are expected to keep a portfolio which will document their college careers and keep a tangible record of skills and abilities that they develop. The portfolio includes items such as recital programs, jury comment sheets, final projects, disks of computer programs and compositions, curricular checklists, and video and audio recordings of performances. Students review portfolios with their advisors in advising conferences, the sophomore/ transfer conference, and exit interviews.

Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations. Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sightreading.

Specific requirements for keyboard proficiency are available in the departmental office and in the Handbook for Music Students.

Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

Each student giving a recital (sophomore, junior, lecture-recital, graduation, or graduate) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. An additional fee is charged.

Applied Music

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

In addition to the repertoire requirements listed in each applied area, students will develop skills of improvisation and sight-reading each semester of applied study.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

Semester Hours Credit	Weekly/ Lessons Half-Weekly	Practice Hours
1	1	5
2	2	10
3	2	15
4	2–3	20

Because of the individualized nature of private and group lessons, applied music fees are assessed for all applied music courses. Singers and instrumentalists who utilize professional accompanists are also responsible for accompanists' fees.

Piano

Professor K. Lyman, Coordinator; Professor Fogle; Adjuncts Allred, Cherry, Clyburn, Evans, Jolly, Jong, Lohr, Pittman, Riva-Palacio, and A. Stephenson.

Piano study is offered for the general college student, the music major whose principal applied study is not piano, and the piano major. Repertoire requirements vary accordingly. For detailed information on piano study, consult the Piano Handbook.

Functional piano (for the classroom and in preparation for keyboard proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of materials.

Each level of study represents a particular stage of advancement. Bachelor of Music students whose principal applied study is piano must attain 144 level before applied credit in piano can be counted toward the graduation requirement.

Other Applied Music	
Cello	*Adjuncts Hudson and R. Lyman*
Double Bass	*Adjunct Dyke*
Clarinet	*Adjunct Gilmore*
Flute	*Adjunct Nelson*
Guitar	*Adjunct E. Stephenson*
Oboe	*Adjunct Shull*
Organ	*Professor D. Lynch, Coordinator; Adjunct Cherry*
Percussion	*TBD*
Saxophone	*Adjunct Gilmore*
Violin	*Adjuncts Atchley, Chung, M. Garriss, P. Garriss, and Partridge*
Voice	*Professor Williams, Coordinator; Adjuncts Poniros and Thomas; Accompanist Dupre*

Majors in Music

Bachelor of Arts in Music 48 hours

Music courses 32 hours

MUS 100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUS 494 Seminar in Music Literature	2

Applied Music and Electives 16 hours

Minimum in applied music	8
MUA 491 Graduation Recital	1
Electives in Music	7
Ensembles	8 semesters

Concentration in Musical Theatre

See the Department of Dance and Theatre for requirements, page 74.

Bachelor of Music in Performance 124 hours

General Education Requirements 36–54 hours

CORE 100 The Context of Culture	4
CORE 200 Cultural Connections	0–3
CORE 400 Global Perspectives	3
ENG 111 Principles of Writing	3
ENG 200 Texts and Contexts	3
HIS 101, 102 or 103	3
REL 101, 102, 103, 104 or 105	3
Mathematics	3
Foreign language	0-12
Voice principals must take one year each of two different foreign languages or demonstrate competency. All other BM majors must take two semesters of the same language or demonstrate competency	
Laboratory science	4
Science in Society elective	3
Behavioral & Social Science	3
Four physical education activity courses or one health education course and two physical education activity courses	4

Threads:
2 writing, 1 ethics, 1 oral communication, 1 information literacy

Experiential Learning:
one approved EL experience and 12 cultural events

Competency requirement: fundamental computer skills

Music Courses 80 hours

MUS 100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUS 220 Pedagogy	2
MUS 322 Practicum in Pedagogy (instrumentalists) or MUS 255, 256 Phonetics (voice principals)[1]	2
MUS 300 and 301 or 302 Conducting	4
MUS 494 Seminar in Music Literature	2
MUA 495 Seminar in Theory	2
MUS 314[2] Literature of Applied Music	2
Principal applied study	22
Secondary applied study(ies)	4
MUA 390 Junior Recital	1
MUA 490 Graduation Recital	1
Music electives	8
Ensembles	8 semesters
Keyboard proficiency	

[1] Composition students substitute MUS 306 Orchestration

[2] Composition students substitute MUS 308 Choral Arranging

Music courses for a concentration in Piano Pedagogy 82 hours

MUS 100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 220, 321, 322, 423, 424, 425 Pedagogy	12
MUS 300 and 301 or 302 Conducting	4
MUS 310, 311, 312, 313 Music History	8
MUS 314 Literature of Applied Music	2
Applied Piano	22
Secondary applied study(ies)	4
MUA 391 Lecture Recital Workshop	1
MUA 490 Graduation Recital	1
Music electives	6
Ensembles	8 semesters
Keyboard proficiency	

Bachelor of Music in Music Education 123–132 hours

General Education Requirements 39–48 hours

CORE 100 The Context of Culture	4
CORE 200 Cultural Connections	0-3
CORE 400 Global Perspectives	3
ENG 111 Principles of Writing	3
ENG 200 Texts and Contexts	3
HIS 101, 102 or 103	3
REL 101, 102, 103, 104 or 105	3
Mathematics	3
Foreign language	0–6
Laboratory science	4
Science in Society elective	3
SOC 335 Race and Ethnic Relations	3
PSY 312 Psychology of Exceptional Individuals	3
Four physical education activity courses or one health education course and two physical education activity courses	4

Threads:
2 writing, 1 ethics, 1 oral communication, 1 information literacy

Experiential Learning:
one approved EL experience and 12 cultural events

Competency requirement: fundamental computer skills

Education courses 20 hours

MUS 720 Materials and Methods Elementary	2
MUS 721 Materials and Methods Middle	2
EDU 234 Educational Psychology	3
EDU 232 Foundations of American Education	3
EDU 439 Student Teaching (Block)	6
EDU 241 Instructional Media Materials (Block)	1
EDU 471 Reading (Block)	1

Courses chosen from one of the following emphases: 64 hours

Music courses for Choral/General Emphasis

MUS 100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUA 060 String Instruments	2
MUA 068 Guitar Lab	1
MUA 070 Woodwind Instruments	2
MUA 080 Brass and Percussion Instruments	2
MUS 300 and 301 Conducting	4
MUS 304 Instrumentation	1
MUS 308 Choral Arranging	2
MUS 722 Materials and Methods Secondary	2
Principal Applied Study	14
Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective.	
Secondary applied study(ies)	3
MUA 491 Graduation Recital	1
Ensembles	7 semesters
Keyboard proficiency	

Music courses for Instrumental Emphasis

MUS 100, 101 Elementary Theory I & II	6
MUS 202, 203 Intermediate Theory I & II	6
MUS 140, 141, 242, 243 Keyboard	4
MUS 150, 151, 252, 253 Ear Training	4
MUS 215 Music Literature	2
MUS 310, 311, 312, 313 Music History	8
MUA 060 String Instruments	3
MUA 068 Guitar Lab	1
MUA 070 Woodwind Instruments	2
MUA 080 Brass and Percussion Instruments	2
MUS 300 and 302 Conducting	4
MUS 304 Instrumentation	1
MUS 306 Orchestration	2
MUS 723 Materials and Methods Instrumental	2
Principal Applied Study	14
Secondary applied study(ies) *(must include 1 hour of voice)*	2
MUA 491 Graduation Recital	1
Instrumental ensembles	7 semesters
Keyboard proficiency	

Certificate in Church Music

Students interested in church music are encouraged to earn this certificate. The candidate must complete one of the major undergraduate degree programs in music, including the following specific requirements:

MUS 300-301 Conducting	4
MUS 395, 396, 397 Church Music	6
MUS 930 Internship	4
Religion	12
(In addition to the three-hour religion requirement for all degrees, choose nine additional hours.)	
Applied Music	18–28
Principal applied (14–24) — Complete 300 level (Organ, voice, or piano)	
Secondary applied(s)	4
100 level in two of the following *(other than principal applied)*: organ, piano, voice	2 semesters minimum
Graduation Recital MUA 490 or 491	1
Ensembles must include the following experiences:	
Choral ensembles	4 semesters
Handbells	2 semesters
Accompanying	6 semesters
(Students whose principal applied is organ or piano)	

MINOR IN MUSIC 24 HOURS

MUS 100, 101 Elementary Theory I & II	6
MUS 140, 141 Keyboard	2
MUS 150, 151 Ear Training	2
Music courses 200 level or above other than ensembles)	6
MUS, MUE or MUA course (with a limit of 4 hours of ensembles)	8

Meredith College also offers an interdisciplinary minor in **Arts Management.** Please see page 62 of the catalogue for information.

— For Applied Music courses, see pages 162–165.
— For Music courses, see pages 159–162.
— For Music Ensemble courses, see pages 165–166.

Psychology

Professor Aubrecht, Head; Professors Edwards, Fairbank, Heining-Boynton, Homak and Huber; Assistant Professor O'Dekirk; Adjuncts Cole, DiFranco, and Schmidt.

Mission

The psychology department emphasizes the scientific study of behavior and mental processes. A primary goal is to encourage the personal and professional development of each student by promoting practical applications of psychology so that she may better understand herself and others. In educating women to excel, in and out of the classroom, psychology courses offer students the opportunity to develop a solid knowledge base in psychology, written and oral communication skills, information gathering skills, research and analytical skills, and interpersonal skills, all of these grounded on an ethical foundation. A major in psychology prepares women for a wide variety of careers, as well as for graduate training in psychology and related fields such as human services, education, business or law.

Education Learning Outcomes

Upon completion of her program of study in psychology, a student will

- demonstrate the appropriate use of important terms and concepts in psychology;
- demonstrate the appropriate use of ethical standards in psychology;
- demonstrate a sufficiently high level of both oral and written communication skills;
- demonstrate proficiency in information gathering skills
- demonstrate the application of research and analytical skills
- document the development of interpersonal skills
- apply her knowledge and skills in practical settings

A **Major in Psychology** is good preparation for a wide variety of jobs, for graduate training in psychology and a desirable adjunct to career training in education, social work, business, art therapy, law, medicine and other fields.

FACILITIES AND RESOURCES

The psychology department occupies the majority of two floors in Ledford Hall. It includes laboratory space and equipment for student research. It also includes clinic/laboratory space for the Meredith Autism Program.

The **Meredith Autism Program**, or "MAP," provides students with an opportunity to learn principles of behavior change and then apply these principles to help young children with autism. Providing undergraduate students with an uncommon opportunity to develop professional skills, while providing help to children and families in need, makes the MAP a distinguishing feature of Meredith's Department of Psychology.

The psychology department has also established an endowment fund for research and other department needs.

ACADEMIC PROGRAMS IN PSYCHOLOGY

PSY 100 is a prerequisite for all courses with the exception of PSY 210 and PSY 312, for which either PSY 100 or EDU 234 can serve as a prerequisite.

Major in Psychology

Psychology 31 hours

PSY 100 Introduction to Psychology	3
(PSY 100 is a prerequisite for all other courses in psychology)	
PSY 200 Statistical Methods in Psychology	3
PSY 300 Research Methods in Psychology	4
Experimental Psychology chosen from the following	6
PSY 330 Neuropsychology (3)	
PSY 332 Perception (3)	
PSY 334 Animal Behavior (3)	
PSY 430 History and Systems in Psychology (3)	
PSY 432 Memory, Language and Cognition (3)	
Developmental/Social Psychology chosen from the following	6
PSY 310 Psychology of Children and Adolescents (3)	
PSY 312 Psychology of Exceptional Individuals (3)	
PSY 410 Social Psychology (3)	
Clinical Psychology chosen from the following	6
PSY 320 Abnormal Psychology (3)	
PSY 324 Conditioning and Behavior Modification (3)	
PSY 420 Theories of Personality (3)	
PSY 422 Psychological Testing and Evaluation (3)	
PSY 424 Theory and Practice in Counseling (3)	
Electives in approved psychology courses	3
Student Portfolio*	0
Exit Examination*	0

To help the student review and integrate her study of psychology, the requirements for a major in psychology include a Student Portfolio to be compiled by each student demonstrating her competency in the following areas: **(1)** knowledge base; **(2)** ethics; **(3)** communication skills; **(4)** information gathering skills; **(5)** research and analytical methods; **(6)** interpersonal skills; and **(7)** practical application. The portfolio requires the successful completion of an Exit Exam. The examination will normally be taken during the semester preceding graduation.

** While the Student Portfolio and the Exit Examination do not generate hours of credit, the successful completion of the Student Portfolio and passing the Exit Examination are required in order to complete a major in psychology.*

MINOR IN PSYCHOLOGY 18–21 HOURS

PSY 100 Introduction to Psychology	3
(PSY 100 is a prerequisite for all other courses in psychology)	
Statistics	3
If the statistics course is PSY 200 *(Prerequisite PSY 100)*, these hours will count toward the 18 hours minimum in Psychology. Other statistics courses will not count as part of the 18 hour requirement	
Electives in psychology	12–15

Teacher licensure is available in B–K and K–6. *See licensure requirements in the School of Education listing.*

— For Psychology courses, see pages 172–173.

Religion and Philosophy

Associate Professor Nelson, Head; Professor Vance; Assistant Professors Grimes, Suarez and Winfield; Adjunct Benko

The department offers a major in religion and minors in religion and philosophy.

The department's **purpose** is to encourage students to explore and to understand religious and philosophical perspectives on human life. The study of religion and philosophy in the liberal arts curriculum prepares students to live in our ever-expanding world where multiple religious, philosophical and ethical perspectives inform the different ways in which people inhabit, experience and ultimately shape the world we all share. Living in a global context requires sensitive understanding and critical evaluation of religious identities: their texts and symbols, their histories and world-views, their social institutions and material practices. It also requires specific skills and methods to analyze the complex ways in which religion and culture inform each other, as well as to negotiate interactions between different and often conflicting perspectives and values.

To this end, the department offers general education courses with the goal of developing students' basic religious literacy. The introductory courses in religion meet this goal, through enabling students to

- understand the differences between practitioner perspectives and academic perspectives;
- utilize the common terminology and methodologies applicable to the study of religion;
- demonstrate critical, analytical and comparative thinking skills about the various dimensions of religion; and
- develop understanding and appreciation of one's own and others' religious beliefs and ethical perspectives.

The major and minor build on this foundation in religious literacy through educating students in the various dimensions of scholarship in the field of religious studies. Religion courses enable students to

- utilize the various intellectual lenses employed by scholarship in the field of religious studies to think, speak and write cogently about the complexity of religious phenomena;
- critically evaluate various theories with attention to their specific cultural and historical differences;
- interpret texts sensitively and critically, recognizing the complexities of language, history, culture, and symbols within various religious traditions;
- generate research in religious studies;
- build active connections across differences, within differences, through differences; and
- analyze the complex and sometimes contradictory ways in which religion and culture are connected to one another.

The department seeks to assist students preparing for graduate study and/or a career. A major in religion provides a foundation and personal depth which can lead to a variety of fulfilling professional options. Many students combine a major in religion with a second major or licensure in a professionally-oriented field of study.

Students who wish community internships or advanced study or research in religion and philosophy should consult with the department head and arrange for it through the special studies options listed on page 41.

Students may elect courses through the Cooperating Raleigh Colleges.

Major in Religion 30 hours

Three courses chosen from REL 101, 102, 103, 104, 105	9
REL 201 Introduction to Religious Studies	3
Two courses at the 200 level	6
Three courses at the 300–400 level	9
REL 497 Senior Seminar	3

At least one course elected must be a course which focuses on a non-western/eastern religious tradition. Courses which meet this criteria include REL 102, REL 251, REL 252 and REL 351. In addition the department may designate REL 200 and 400 as meeting this requirement when the topic is appropriate.

Additionally, at least one course in philosophy is recommended.

Teacher licensure is available in B-K and K-6. See licensure requirements in the School of Education listing.

MINORS IN RELIGION AND PHILOSOPHY

Religion 18 hours

Two 100 Level Courses	6
One 200 Level Course	3
One 300 Level Course	3
Two electives above the 100 level	6

At least one course must focus on a non-western/eastern religious tradition. Courses which meet this criteria include REL 102, REL 251, REL 252 and REL 351. In addition the department may designate REL 200 and REL 400 as meeting this requirement when the topic is appropriate.

Additionally, at least one course in philosophy is recommended

Philosophy 18 hours

PHI 201 Introduction to Philosophy	3
PHI 251 Ancient Greek Philosophy	3
PHI 252 Modern Philosophy	3
Electives chosen from the following	9

PHI 105 Philosophy of Religion (3)
PHI 205 Political Ideas Seminar (3)
(Prerequisite ENG 111)
PHI 210 Critical Thinking (3)
PHI 220—Ethics of Love and Justice (3)
PHI 344 Biomedical Ethics (3)
PHI 345 Environmental Ethics (3)
CORE 408 Violence, War and Peace (3)
ECO 324 History of Economic Thought (3)
(Prerequisites: ECO 100 and ECO 101)
PSY 420 Theories of Personality (3)
(Prerequisite: PSY 100)
SOC 489 Social Theory (3)
Or other courses approved by the department head.

— For Philosophy courses, see page 166.
— For Religion courses, see pages 173–176.

Sociology and Social Work

TBD, Head; Professor Bishop, Social Work Program Director; Associate Professor L. Brown; Assistant Professors Cokely and D. Johnson; Adjuncts A. Brown, and Johnson.

The Department of Sociology and Social Work offers two degree programs, a Bachelor of Arts (BA) with a major in sociology, and a Bachelor of Social Work (BSW). The BSW is a professional degree, the only baccalaureate degree that prepares graduates for entry into professional social work practice and into MSW programs at the advanced standing level.

The department encourages within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present multiple perspectives as a solid foundation for employment or for continued study in graduate schools of sociology, social work, and other related fields.

The undergraduate major in social work is accredited by The Council on Social Work Education. Certification for teaching at all levels may be combined with a major in sociology or social work.

Field projects, community internships, volunteer experiences, service learning and cooperative education placements are available to students to provide them with the knowledge and experience helpful in planning careers. Students are also encouraged to take a career planning seminar offered through the Career Center.

The Department of Sociology and Social Work is organized into the Sociology Program and the Social Work Program. Goals of each are listed below.

Graduates well grounded in **sociology** will be able to

- Explore ways to improve interpersonal and intercultural understanding and tolerance;
- Understand the role of scholarship in assessment of personal ideas and social policies;
- Utilize knowledge and skills for appropriate selection and application of research methods and statistics;
- Engage in critical thinking skills that distinguish individual and institutional actions and outcomes;
- Apply critical thinking skills to societal patterns of domination and subordination; and
- Utilize knowledge about the social foundations of rewarding and enduring communities.

Upon successful completion of the **social work** program, graduates will demonstrate the ability to

- Apply critical thinking skills within the context of professional social work practice;
- Understand the value base of the profession and its ethical standards and principles and practice accordingly;
- Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.;
- Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice;
- Understand and interpret the history of the social work profession and its contemporary structures and issues;
- Apply the knowledge and skills of generalist social work practice with systems of all sizes;
- Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities;
- Analyze, formulate, and influence social policies;
- Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions;
- Use communication skills differentially across client populations, with colleagues and in communities;
- Use supervision and consultation appropriate to social work practice; and
- Function within the structure of organizations and service delivery systems and seek necessary organizational change.

RESOURCES

The department houses the Sociology/Social Work research lab, which offers our majors several computers for school work, a small library of sociology and social work books and journals and a meeting place for students to casually gather for study or dialogue between classes.

CAREER DIRECTIONS

Following graduation, sociology majors have entered graduate programs or have found careers in legal services, research institutes, teaching, urban ministries, public relations, job/community development, and in community agencies serving a wide range of target populations or policy issues.

Social Work graduates have accepted positions in departments of social services, public school systems, hospitals and other health and mental health settings, long-term care facilities, domestic violence and sexual abuse agencies, programs for abused and neglected children, and services to the aging. A growing number of BSW graduates apply and are accepted to advanced standing in MSW programs in North and South Carolina, Virginia, Louisiana, and California.

Students seeking community internships or advanced research opportunities in sociology or social work should consult with an appropriate faculty member to arrange for a special studies option. Students may elect courses through the Cooperating Raleigh Colleges in areas of their special interests.

Major in Sociology

Sociology 39 hours

SOC 230 Principles of Sociology	3
SOC 280 Applied Sociology	3
SOC 374 Social Research Principles	3
MAT 245 Statistics I or PSY 200 Statistical Methods in Psychology	3
Appropriate prerequisite for Statistics choice	3
SOC 489 Social Theory	3
SOC 496 Seminar in Public Sociology	3
Electives chosen from the following	18

At least two SOC electives at the 400 level must be chosen.

SOC 231 Social Problems (3)
SOC 260 Cultural Anthropology (3)
SOC 271 Home & Housing in Mexico (1),
or SOC 272, Culture and Family in Mexico (1),
orSOC 273, Education and Family in Mexico (1)
SOC 299 Into to Research in Sociology (1-3)
SOC 332 Human Sexuality (3)
SOC 335 Race and Ethnic Relations (3)
SOC 337 Corrections (3)
SOC 338 Sociology of Families (3)
SOC 340 Aging and Retirement (3)
SOC 341 Sociology of Religion (3)
or SOC 346 Anthropology of Religion (3)
SOC 360 Media, Self and Society (3)
SOC 420 Gender and Society (3)
SOC 430 Population Dynamics (3)
SOC 431 Social Stratification (3)
SOC 436 Criminology (3)
SOC 440-449 Selected Topics in Sociology (3)
SOC 498 Honors Thesis in Sociology (3)
SOC 499 Research in Sociology (1-3)

Major in Social Work

Accreditation

The BSW degree is fully accredited by the Council on Social Work Education and prepares students for entry level professional generalist social work practice.

Life and Work Experience: The program does not grant credit for life and work experience in lieu of required social work courses.

ADMISSIONS

Students who declare the major in social work must be formally admitted to the social work program before completing more than 12 hours of social work (SWK) courses. See social work program director for admissions criteria and procedures.

Only social work majors who have been formally admitted to the program may enroll in social work practice courses (SWK 304, 305, 401) and the field placement and concurrent field instruction seminar (SWK 402, 403).

Social Work 59 hours

BIO 322/342 Human Anatomy and Physiology	4
SOC 230 Principles of Sociology	3
PSY 100 Introduction to Psychology	3
PSY 200 Statistical Methods in Psychology	3
POL 100 American Political Systems	3
SWK 240 Populations-at-Risk & Social Justice	3
SWK 241 Intro to Soc Work & Soc Welfare	3
SWK 302 Social Policy Analysis	3
SWK 304 Generalist Pract w/Individuals	3
SWK 305 Generalist Pract w/Families	3
SWK 307 HBSE: Infancy – Adolescence	3
SWK 308 HBSE: Adulthood Thru Aging	3
SWK 309 Research Methods for SWK Practice	3
SWK 311 Prep for SWK Field Placement	1
SWK 401 Gen Pract w/Com, Org, Groups	3
SWK 402 Social Work Field Experience	12
SWK 403 Field Placement Seminar	3

MINORS IN SOCIOLOGY AND SOCIAL WORK

Criminal Justice Studies Minor 21 hours

SOC 230 Principles of Sociology	3
POL 100 American Political Systems	3
SOC 336 Criminology	3
POL 930 or SOC 930 Internship (Open to Juniors and Seniors)	3
Electives chosen from the following	9
SOC 337 Corrections (3)	
SOC 335 Race and Ethnic Relations (3)	
POL 300 Law and Society (3)	
POL 301 Const & Rights of Americans (3)	
POL 305 Intro to Public Administration (3)	
HIS 215 American History Since 1876 (3)	

Sociology Minor 18 hours

SOC 230 Principles of Sociology required	3
At least one SOC elective at the 400-level	3
Open electives in sociology (see electives with restrictions above)	12

Teacher licensure is available in B–K and K–6. *See licensure requirements in the School of Education listing.*

—For Sociology courses, see pages 178–180.
—For Social Work courses, see pages 176–178.

Women's Studies

Professor Shapiro, Director

Women's Studies is an interdisciplinary field that draws on the social and natural sciences, humanities and the arts. The Women's Studies program integrates the study of women's lives with the general curriculum. Study in the program provides a forum in which women's issues are discussed and debated. The Women's Studies program welcomes students to address sexual, cultural, racial, and ethnic differences in an interdisciplinary framework. Because women's studies cuts across most areas of knowledge, students can raise similar questions within different disciplines, and by using various methodologies achieve a deeper understanding of the complexity and wholeness of human experience. The field not only compels us to recognize the problems and possibilities of the world in which we live, but also empowers us to change the world. Finally, The Women's Studies program seeks to create a community that offers intellectual stimulation at Meredith by hosting visiting exhibits, providing internship experiences, concerts, readings, lectures, symposia, and conferences.

The Women's Studies program offers a major and a minor, which provide an excellent foundation for students who plan on entering professional schools in law, medicine and business; on pursuing advanced degrees in Women's Studies, the Humanities, and Social Sciences; or moving into careers in business, government, teaching, health and fitness, social administration, counseling and advocacy. Students may choose from the designated catalogue courses or gain approval from the Director of Women's Studies for special studies, honor's thesis, individual study, internships and service learning projects. The Women's Studies program is designed to allow the student to progress through a sequence of experiences as they

○ analyze the complex ways in which gender is socially constructed and contextualized within different dimensions of experience—particularly family, race, ethnicity, class, and sexuality;

○ examine complex situations of women in diverse cultures and their interdependence in an era of globalization;

○ critique the socially constructed and situated nature of knowledge, and claims of truth;

○ explore their own voice by connecting theory and practice—intellectually, ethically, politically, personally, and professionally;

○ connect Women's Studies to the history of feminist movements and contemporary scholarship; and

○ apply research methodologies to generate epistemological perspectives in Women's Studies.

Major in Women's Studies 30–33 hours

Students who major in Women's Studies must take the CORE Curriculum; the remaining elective credits must be selected in such a way that they give coherence and focus to their program of study. Such focus must be discussed with and approved by the Women's Studies Director.

Core 12 hours:

WST 200 Reading Women's Lives; Introduction to Women's Studies	3
WST 300 Contemporary Feminist Theories	3
WST 490 Selected Topics in Women's Studies	3
WST 499 Research in Women's Studies	3

Students may fulfill this **a)** as a WST 499 course or **b)** incorporate Women's Studies scholarship as a significant dimension of a senior project done within the context of another major.

Electives 21 additional hours

(12 credit hours at the 300 level or higher)

Approved Women's Studies courses that are listed in the current catalogue or course schedule.

Recommended:

*WST 472 Women's Studies Service Project	(1–3 hours)

MINOR IN WOMEN'S STUDIES 18 HOURS

Core 6 hours

WST 200 Reading Women's Lives; Introduction to Women's Studies	3
WST 300 Contemporary Feminist Theories	3

Electives 12 additional credit hours

(9 credit hours at the 300 level or higher)

Approved Women's Studies courses that are listed in the current catalogue or course schedule.

Following is a list of approved courses.

ART 324 Women in Visual Arts
COM 375 Gender Communication
ECO 335 Gender and the Economy
ENG 359 Seminar in American Women Writers
(Prerequisites: ENG 111, ENG 200 and ENG 270)
FCS 355 Family Resource Management
FRE 309 French Women Writers
(Prerequisite: FRE 206)
HED 320 Our Bodies—Our Lives; Shaping Female Identity
PSY 212 Psychology of Gender Roles
(Prerequisite: PSY 100)
REL 268 Women in the Bible
REL 283 Women in the Christian Tradition
REL 497 Senior Seminar—Global Christian Feminist Theology
SOC 231 Social Problems
SOC 332 Human Sexuality
SOC 338 Sociology of the Family
SOC 360 Media, Self and Society
SOC 420 Gender and Society
SOC 430 Population Dynamics
SWK 240 Populations at Risk and Social Justice
WST 299 Research in Women's Studies
WST 472 Women's Studies Service Project
WST 495 Crossing Borders; Women Making Change in a Global World
WST 498 Honor's Thesis in Women's Studies
WST 499 Research in Women's Studies

—For Women's Studies courses, see page 184.

Course Descriptions

Subject Codes

ACC	Accounting
ARB	Arabic
ART	Art
BIO	Biology
BK	Birth–Kindergarten Licensure
BUS	Business
CD	Child Development
CHE	Chemistry
CHI	Chinese
CIS	Computer Information Systems
COE	Cooperative Education
COM	Communication
CORE	General Education Core
CPS	Career Planning
CSC	Computer Science
DAN	Dance
ECO	Economics
EDU	Education
ENG	English
ENS	Environmental Studies
EPI	Ethics in the Public Interest
ESS	Exercise and Sports Science
FCS	Family & Consumer Science
FL	Foreign Language
FMD	Fashion Merchandising and Design
FN	Foods and Nutrition
FRE	French
FYE	First Year Experience
GEO	Geoscience
GER	German
HED	Health
HIS	History
ID	Interior Design
IDS	Interdisciplinary Studies
ITA	Italian
LAT	Latin
LEG	Legal Studies
MAT	Mathematics
MRE	Medieval & Renaissance Studies
MUA	Applied Music
MUE	Music Ensembles
MUS	Music
PED	Physical Education
PHI	Philosophy
PHY	Physics
POL	Political Science
PSY	Psychology
REL	Religion
SCI	Science
SOC	Sociology
SPA	Spanish
SWK	Social Work
THE	Theatre
WST	Women's Studies

Please Note: Numbers in parentheses after course title refer to semester hours credit. Example (3.00 cr.)

Accounting

ACC-220 Financial Accounting **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of basic accounting principles, accounting cycle, and preparation, interpretation, and analysis of financial statements. Not open to freshmen except by permission of the Department Head.

ACC-221 Managerial Accounting **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The analysis of financial data for managerial decision making; interpretation of accounting data for planning and controlling business activities. Prerequisite: ACC-220.

ACC-325 Accounting Procedures, Systems, and Controls **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of the technical aspects of accounting, basic accounting procedures, accounting cycle, and business transactions. Use of special journals and subsidiary ledgers, standard setting, professional ethics, and an introduction to the use of computerized accounting software. Prerequisite: ACC-220.

ACC-330 Intermediate Accounting I **(3.00 cr.)**
(Fall, Course Offered Every Year)

The development of corporate financial accounting theory and its application to in-depth problems of financial statement account valuation, analysis of working capital, and determination of net income. Also included is a study of the development of accounting concepts and principles; short-, intermediate-, and long-term obligations; and investments. Prerequisite: ACC-220 with a C or better or with instructor's permission. Corequisite: ACC-325.

ACC-331 Intermediate Accounting II **(3.00 cr.)**
(Spring, Course Offered Every Year)

A continuation of ACC-330, featuring topics such as income measurement and valuation issues related to stockholders' equity, long-term liabilities, special sales methods, investments, accounting changes, and pensions. Related professional literature will be analyzed. Prerequisite: ACC-330 with a C or better.

ACC-333 Cost Accounting **(3.00 cr.)**
(Spring, Course Offered Every Year)

The analysis of cost factors and their relationships to production, emphasizing cost procedures and information systems; standard costs and variance analysis. Prerequisite: ACC-221.

ACC-336 Federal Taxation of Individuals **(3.00 cr.)**
(Fall, Course Offered Every Year)

A comprehensive interpretation and application of the federal income tax code as it pertains to the determination of taxable income and computation of tax liability for individuals. Prerequisite: ACC-220.

ACC-337 Federal Taxation of Corporations and Partnerships **(3.00 cr.)**
(Spring, Course Offered Every Year)

A comprehensive interpretation, analysis, and application of the federal income tax code as it pertains to the determination of taxable income and tax liability for corporations, partnerships, estates, and trusts. Prerequisite: ACC-336.

ACC-436 Selected Topics in Accounting **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of professional presentation and disclosure requirements related to: dilutive securities, deferred compensation plans, leases, foreign currency transactions and translation, income tax allocations, and statement of cash flows; discussion of new and pending pronouncements by the Financial Accounting Standards Board. Prerequisite: ACC-331.

ACC-437 Advanced Accounting **(3.00 cr.)**
(Varies, Contact Department Head)

A study of financial accounting for complex business relationships, including business combinations and consolidated financial statements. Also included is a study of governmental and non-profit accounting for state and local governments, hospitals, universities, and voluntary health and welfare organizations. Prerequisite: ACC-325

ACC-438 Auditing **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence, internal control, professional ethics, and legal responsibility. Related materials of professional importance will be used. May be taken without prerequisite class with permission of the instructor. Prerequisite: ACC-325.

ACC-498 Honors Thesis in Accounting **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of accounting. The project must meet Honors Program thesis requirements as well as expectations of business faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

ACC-499 Research in Accounting **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. It represents a study or investigation conducted by an undergraduate that makes an intellectual contribution to business. Junior or senior standing only. May be repeated for credit for a maximum of six credit hours.

Arabic

ARB 101, Elementary Arabic I **(3.00 cr.)**
(Varies, Contact Department Head)

The first of two Arabic language courses. Students will focus largely on Arabic script recognition, listening exercises, and proper pronunciation. Students will also study basic grammatical structures and texts in Modern Standard Arabic (MSA), enhancing communication and listening skills (using both MSA and Egyptian Arabic). A proficiency-based course that includes all four language skills (speaking, listening, reading, and writing). Prerequisites: none. (Any student with prior experience in Arabic should contact the instructor for an informal placement test.)

ARB 102, Elementary Arabic II **(3.00 cr.)**
(Varies, contact department head)

The second of two Arabic language courses. A proficiency-based course covering all four language skills (speaking, listening, reading, and writing). Emphasis is placed on active use of the language in and outside of class. In addition, students will also learn about aspects of Arab culture through Arabic-language media and Arabic-related web sites. Prerequisite: Arabic 101 or equivalent. (Any student with prior experience in Arabic should contact the instructor for an informal placement exam.)

Art

ART-101 Drawing I **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of basic drawing techniques and fundamental concepts and relationships within the pictorial composition. Six studio hours per week. Studio fee assessed.

ART-104 Oak Leaves **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

As apprentices on the staff of Meredith's yearbook, "Oak Leaves," students will carry out a variety of assignments — both individual and as a group, as determined by the editor in conjunction with the course instructor. Among the areas included will be layout design, photography, computer graphics, editing, selling ads, fund raising, and writing copy. Pass/Fail grading only. May be repeated for credit. Additional time required.

ART-105 Two-Dimensional Design **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An exploratory study of the basic elements and principles of two-dimensional design through creative image generation using predominantly black and white and gray scale and a variety of media. Six studio hours per week. Studio fee assessed.

ART-130 Photography I **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Introduces the use of the camera, lighting, and composition; darkroom techniques for developing black and white film, making contact prints and enlargements; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Students must have a 35mm or 120 film size camera with adjustable focusing, shutter speeds and lens openings. Six studio hours per week. Studio fee assessed.

ART-142 History of Architectural Interiors & Furnishings **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ID-142.

ART-144 Interior Design I **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An exploration of the basic principles and skills of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. Also offered as ID-144. Prerequisites: ART-101. Corequisite courses: ART-101.

ART-160 Ceramics I **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course. May be repeated for credit. Six studio hours per week. Studio fee assessed.

ART-200 Computer Literacy for Design **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

In this course students will become knowledgeable about how to use the computer as a tool for design solutions. Students will explore basic design principles with typography and image manipulation. Students will work with their own art and images to learn how to efficiently and economically scan, manipulate, digitize, organize, design, and print their own artwork with the computer. Students will learn basics of the editing software Adobe Photoshop, InDesign, Illustrator and web design software. Studio fee assessed.

ART-201 Drawing II **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in Drawing I. Color is introduced through various media. May be repeated once for credit to explore additional media, techniques and processes with permission of instructor. Six studio hours per week. Studio fee assessed. Prerequisites: ART-101.

ART-206 Color Theory **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A study of the theory of color and light as perceived by the human eye. Color properties, systems, mixing, symbolism, and psychology are studied through experimentation with materials and visual elements used by the artist and designer. Six studio hours per week. Studio fee assessed. Prerequisites: ART-101, ART-105.

ART-207 Three-Dimensional Design **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An introduction to the elements and principles of three-dimensional design. The various degrees of three-dimensional form are explored through reliefs to works that are in-the-round. Both fine and applied art objects are constructed in a variety of materials and construction processes. Students develop their sensitivity and awareness of spatial environments that transfer into many other fields and disciplines. Six studio hours per week. Studio fee assessed. Prerequisites: Art-101 and Art-105.

ART-210 Painting I **(3.00 cr.)**

(Fall, Course Offered Every Year)

An introduction to basic oil painting techniques. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-206.

ART-220 Topics in Non-Western Art **(3.00 cr.)**

(Spring, Course Offered Every Year)

Rotating topics focusing on the art from non-western societies, such as India, Japan, China and Africa. Study emphasizes the context of their cultures and comparisons to western art. May be repeated for credit.

ART-221 Survey Western Art: Ancient-Early Renaissance **(3.00 cr.)**

(Fall, Course Offered Every Year)

A survey of the history of western architecture, sculpture, and painting from circa 2400 B.C. to 1500 A.D. In addition to examining art within its historical context and exploring human cultural diversity, students will gain fundamental skills of visual analysis, acquiring the vocabulary and concepts needed to discuss works of art orally and in writing.

ART-222 Survey Western Art: High Renaissance-Modern **(3.00 cr.)**

(Spring, Course Offered Every Year)

A survey of the history of western architecture, sculpture, and painting from circa 1450 to the post-modern present. In addition to examining art within its historical context and exploring human cultural diversity, students will gain fundamental skills of visual analysis, acquiring the vocabulary and concepts needed to discuss works of art orally and in writing.

ART-230 Photography II **(3.00 cr.)**

(Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in ART-130, with an emphasis on the pursuit of photography as a fine art form. Six studio hours per week. May be repeated for credit. Studio fee assessed. Prerequisites: ART-130.

ART-240 Graphic Design I **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course introduces students to various aspects related to the graphic design discipline with an emphasis on the relationship between form and communication as a means to visual problem-solving. Visual explorations take place through the creation of theoretical and applied projects. Six studio hours per week. Studio fee assessed. Prerequisite course: ART-105. Pre or Corequisite course: ART-200

ART-244 Fundamental Concepts of Art **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Children's developmental stages, as expressed through art, will be the framework for exploring how visual symbols develop, how art materials are used and how both symbols and techniques become increasingly complex throughout childhood. It will also address the reasons why many adults are afraid of creating art. Students will retrace the developmental process themselves through experimentation with art materials appropriate for use at different ages. Required for all K-6 licensure students.

ART-245 Typography I **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A study of the uses of typography and the composition of visual information. Through exercises and design projects, students will develop the ability to select and manipulate type and to compose various elements for visual impact and effective communication. Six studio hours per week. Studio fee assessed. Prerequisites: ART-101, ART-105, ART-200 and ART-240.

ART-248 Illustration **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

The development of technical rendering skills for the illustrator or designer using various media and materials, including ink, colored pencil, and marker. Six studio hours per week. Studio fee assessed. Prerequisites: ART-206 or ID-243.

ART-260 Ceramics II **(3.00 cr.)**

(Spring, Course Offered Every Year)

An extension of the techniques and concepts encountered in ART-160. Emphasis will be placed on gaining depth of experience and a personal approach. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-160.

ART-270 Fibers **(3.00 cr.)**

(Fall, Course Offered Every Year)

An introduction to techniques of surface design on fabric. Through production of one-of-a-kind textile pieces, students learn fabric processes such as dyeing, painting, stamping, stenciling, screen printing, serti, batik and tie-dye and digital printing on fabric. The course also includes study of contemporary and historical textiles from around the world. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-206.

ART-275 Metals and Jewelry **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An introduction to traditional metal and jewelry techniques. With an emphasis on design and research, students will learn the use of tools and equipment to create jewelry and small-scale objects. The course will enable students to develop skills such as design layout and facility with a variety of precious and non-precious materials through the creation of one-of-a-kind pieces. Techniques may include: sawing, fabrication, casting, enameling, and surface embellishment. This course may be repeated for credit. Repeat students will be encouraged to develop more complex work and research. Six studio hours per week. May be taken without prerequisite course with permission from the instructor. Studio fee assessed. Prerequisites: ART-105, ART-206.

ART-299 Introduction to Research in Art **(1.00–3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to pursue original research in the field of art. In conjunction with a faculty member, the student will formulate and execute a research project at an intermediate level of complexity. The project will require a culminating experience appropriate to the field of artistic study, such as a paper or artistic object or performance and a presentation or exhibition. A research proposal form completed by the student and the faculty mentor is required. Prerequisites: ART-101, ART-105 and ART-221 or ART-222.

ART-310 Painting II **(3.00 cr.)**

(Spring, Course Offered Every Year)

An extension of the concepts and techniques encountered in ART-210 with an emphasis on furthering skill and individual expression. May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-210.

ART-315 History of Costume **(3.00 cr.)**

(Fall, Course Offered Every Year)

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period [2700 B.C.] to the 20th century. Also offered as FMD-315.

ART-323 Topics in Art History **(3.00 cr.)**

(Spring, Course Offered Every Year)

Designed to provide a variety of specific upper-level art history studies. Topics are chosen from four major periods: ancient, medieval, renaissance, and baroque. Beyond gaining an understanding of the historical and theoretical foundations of the art works from a particular period, students will also become acquainted with many other contextual factors, including aspects of religious, social, political, and economic life. May be repeated for credit. May be taken without prerequisite courses with instructor's consent. Prerequisites: ART-221 or ART-222.

ART-324 Topics in Modern Art History **(3.00 cr.)**

(Fall, Course Offered Every Year)

A variety of subjects related to art, women, and contemporary aesthetic and societal issues will be addressed. Beyond gaining a better understanding of the historical and theoretical foundations of modern art, this course seeks to help each student become more proficient in analytical and critical skills of thinking and writing. Topics are on rotation and may be repeated for credit. May be taken without prerequisite courses with instructor's consent. Prerequisites: ART-221 or ART-222.

ART-330 Photographic Techniques & Processes **(3.00 cr.)**

(Fall, Course Offered Every Year)

The emphasis in this course will vary by semester through exploration of different photographic techniques and processes. The student will work to achieve distinctive personal style for portfolio development. [ART-230 is not required to take this course.] May be repeated for credit. Six studio hours per week. Studio fee assessed. Prerequisites: ART-130.

ART-340 Graphic Design II **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This intermediate-level course exposes students to specific aspects related to the graphic design discipline and stresses the relationship between form and communication as a means to visual problem-solving. Emphasis is placed on identifying and reaching specific audiences by creating imagery combined with typography. Visual explorations take place through the creation of theoretical and applied projects. Studio fee assessed. Prerequisites: ART-240, Art-245.

ART-342 Digital Imaging I **(3.00 cr.)**

(Fall, Course Offered Every Year)

Developing and executing visual concepts for publications such as magazines, booklets, and newsletters will be the emphasis in this course. Aesthetics, terminology, technical considerations, and materials will be covered. Six studio hours per week. Studio fee assessed. Prerequisites: ART-105, ART-130 and ART-200.

ART-345 Typography II **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This intermediate-level course requires students to resolve design problems by creating typographic solutions as the primary vehicle for expressive and functional communication. Emphasis is placed on typographic systems and publication design. Visual explorations take place through the creation of theoretical and applied projects. Studio fee assessed. Prerequisites: ART-245.

ART-350 Printmaking **(3.00 cr.)**

(Spring, Course Offered Every Year)

Emphasis on non-toxic intaglio and relief processes, which may include etching, woodcut, linoleum, and experiments in monoprint and monotype. May be repeated for credit with permission from the instructor. Studio fee assessed. Six studio hours per week. Prerequisite: ART-206.

ART-365 Sculpture **(3.00 cr.)**

(Fall, Course Offered Every Year)

An introduction to sculptural forms and object making. Traditional and contemporary materials and processes will be explored that may include: clay modeling, hot and cold casting, wood or stone carving, hot and cold metal fabrication and assembling, and mixed-media. Relationships between concept, visual organization and materials are studied. This course may be repeated for credit to investigate additional media, techniques and processes to develop a more advanced body of work and personal narrative. Six studio hours per week. Studio fee assessed. Prerequisites: Art 160 or Art 207 or permission of instructor.

ART-396 Junior Seminar **(2.00 cr.)**
(Spring, Course Offered Every Year)

All junior level art majors must complete this course prior to taking Art 496 Professional Practices. Students will review and assess strengths in their work and identify areas for additional studies in upper level studio courses and/or research during their senior year. Seminar topics include: topics on the professional careers, theory and practice, the creative process, and post graduate studies. Students will create work based on their assessed strengths, prepare written and oral presentations and begin documenting their portfolios using digital media. This course is Writing Intensive (WI). Art History minors are exempt from taking this course. Prerequisites: The student must have enough credit hours to be deemed a Junior and have declared a major in Art.

ART-404 Book Design **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Students may choose to design and produce either a book of 150+ pages or the Meredith College yearbook, "Oak Leaves." Students will fulfill the roles of art director or editor and will perform a variety of tasks working with others on their chosen projects. May be repeated for credit. ART-394 is a prerequisite or a corequisite.

ART-405 Colton Review **(2.00 cr.)**
(Spring, Course Offered Every Year)

This course provides a real-world design experience that includes collaborating with the English Department to produce a printed document for Meredith College. *The Colton Review Journal of Art, Literature and Opinion*. Students work in teams to fulfill the roles of art director(s), graphic designers/production artists, and arts administrations. Prerequisites: ART-340, ART-345

ART-425 Draping **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A study of the principles of apparel design using the draping method. Emphasis on fit, design, appropriateness, and construction techniques. May be taken without prerequisite courses with permission of the instructor. Also offered as FMD-425. Prerequisites: FMD-115 or ART-427.

ART-427 Apparel Design **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Also offered as FMD-427. Prerequisite: FMD-115.

ART-440 Graphic Design III **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This advanced-level course exposes students to specific aspects related to the graphic design discipline and stresses the relationship between form and communication as a means to visual problem-solving. Special emphasis is placed on the social/cultural role graphic designers play in their communities and their world. Visual explorations take place through the creation of theoretical and applied projects. Studio fee assessed. Prerequisites: ART-340, Art-345.

ART-450 Interactive Design **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A graphic design studio devoted to the specialized image, text, and software requirements needed for web design. Students will design, build and upload a multi-page web site. This course stresses the basics of web graphics and interactive web-based environments that demonstrate an understanding of navigation, design, usability, and functionality within a creative framework. Studio fee assessed.

ART-480 Digital Photography **(3.00 cr.)**
(Spring, Course Offered Every Year)

This advanced-level course provides students with a strong foundation in the latest digital workflow methods, from advanced digital capture and image editing to master digital printing. Emphasis is placed on exploring digital photography as a medium for creative expression. A digital SLR camera with at least 5-megapixel resolution, histogram display and manual capability (adjustable shutter speeds and lens openings) is required for this course. A limited number of digital SLR cameras are available for student use on a rotating basis for students without cameras. Studio fee assessed. Prerequisites: ART-105, ART-130, ART-200, ART-342.

ART-490 Senior Thesis **(2.00 cr.)**
(Spring, Course Offered Every Year)

In this senior-level course students will create a self-directed culminating graphic design project. The thesis will require a proposal that will need to be approved by the graphic design faculty in order for the student to begin working on her thesis. Each thesis project will require a well-designed thesis summary paper that outlines her process, research, and results with themes that are important to the student and the community. Graphic Design students should register one semester before they graduate. Prerequisite: Senior Status.

ART-492 Art History Theory and Methods **(3.00 cr.)**
(Spring, Course Offered Every Year)

Art History Theory and Methods is a required course for all students minoring in art history and should be taken in the junior or senior year, preferably before the thesis is undertaken. The goal of this course is to examine the discipline and practice of art history. The course structure places emphasis not only on reading about the historical and theoretical bases of the discipline, but also on teaching students to identify methods used by various authors and to apply the methods they read about to actual works of art. The assigned readings acquaint students with a broad spectrum of approaches to art history. It is hoped that students will identify and define their goals as an art historian and begin to approach problems with a self-aware focus. Beyond identifying their own mode of inquiry, each student will become more skilled at recognizing the types of approaches used by other art historians (or academics in any field), noting their strengths, weaknesses, and biases. A/F grading. Prerequisites: ART-221 or 222, ART-323 or 324.

ART-495 Portfolio Photography **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course provides students with the basic information necessary for making high quality digital slides of both two-dimensional and three-dimensional artwork. Emphasis is placed on the preparation and presentation of a professional slide portfolio. Topics include use of the digital SLR camera, the copy stand, lighting, metering with a gray card, exposure, depth-of-field, and preparing digital slide files. Students should complete the course with excellent skills for photographing all types of artwork. Studio fee assessed. Prerequisite: Senior Status.

ART-496 Professional Practices (2.00 cr.)

(Fall and Spring, Course Offered Every Year)

All Art students should register for this course during their senior year in their last semester. Students will learn and implement professional procedures for the exhibition of artwork, learn the business basics for the business of art, understand the legal rights and procedures for the artist, practice presentation and marketing methods, develop strategies for success post-graduate in chosen concentration area, and demonstrate technical mastery by exhibiting work in a juried group exhibition. A professional from the outside arts community will jury the spring exhibition to be held in the Frankie G. Weems Gallery. Students taking this course in the fall are invited to submit their work for a juried spring exhibition or have their own exhibition in the halls of Gaddy-Hamrick Art Center in the fall semester. Prerequisites: ART-396 and Senior status in their last semester.

ART-498 Honors Thesis in Art (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to seniors or qualified juniors in the Honors and/or Teaching Fellows programs majoring in art. In conjunction with a faculty mentor, the student will formulate and execute an original research project at an advanced level of complexity that will culminate in a paper, artistic object or performance, and an exhibition or presentation. The project must meet Honors Program thesis requirements as well as the expectations of the art department faculty. Prerequisites: ART-206, ART-221 or ART-222.

ART-499 Junior & Senior Research in Art (1.00–3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to junior and senior majors and minors, or others with permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project at an advanced level of complexity that will culminate in a paper or artistic object or performance and an exhibition or presentation. The precise nature of the culminating activity is dependent upon the artistic field and inquiry of study as deemed appropriate by the faculty mentor. A research proposal form completed by the student and the faculty mentor is required. May be repeated for credit for a total of six semester hours. Prerequisites: ART-206, ART-221 or ART-222.

ART-734 Foundations of Art Education (3.00 cr.)

(Course offered every third semester)

All Art Education, pre-art therapy, and students working toward licensure in art education are required to complete this course. Students will learn about the history of art education and various educational movements that have impacted the teaching of art in the public schools. Students will investigate the developmental stages as they impact artistic development in students, the teaching of art to diverse and exceptional students, theories of art instruction, art room practices, and issues and trends. Prerequisites: 15 hours of studio courses.

ART-735: Teaching and Methods: Art PreK–5 3.00 cr.)

(Course offered every third semester)

The relationship between creative behavior and child growth through the visual arts is developed through research, practicum situations, and extensive early field experience. Methods for teaching exceptional children are also studied. Curriculum development is an integral part of the class. Twelve hours of studio art must be completed prior to registering for this class. Offered in rotation with ART-734, ART-736. Studio fee assessed. Prerequisites: ART-221 or ART-222.

ART-736: Teaching and Methods: Art in Grades 6–12 (3.00 cr.)

(Course offered every third semester)

A study of teaching methodologies appropriate for middle and high school students through research, practicum situations, and extensive early field experiences. Attention is given to adolescent development and its effect on creative visual development and the need for visual expression. Art health hazards, computer competencies and curriculum development are among topics covered. Twelve hours of studio art must be completed before registering for this course. Studio fee assessed. Offered in rotation with ART-734 and ART-735. Prerequisites: ART-221 or ART-222.

Biology

BIO-101 General Biology I (3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

A course presenting many of the central principles of biology and relating them to everyday experience. Areas of study include biology at the subcellular and cellular levels, principles of inheritance, and processes of energy production and utilization. Three lectures per week. Corequisite courses: BIO-141.

BIO-102 General Biology II (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

A course emphasizing the diversity of life through a survey of the kingdoms of organisms as they have developed through time. Emphasis is placed on ecological and evolutionary relationships of the organisms studied. Three lectures per week. Prerequisites: BIO-101 BIO-141. Corequisite courses: BIO-142.

BIO-141 General Biology I Laboratory (1.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Laboratory exercises designed to illustrate the principles considered in BIO-101. Topics include cellular structure, respiration and photosynthesis, DNA structure and function, cellular and organismal reproduction, and genetics. Meets two hours per week. Corequisite courses: BIO-101.

BIO-142 General Biology II Laboratory (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

A selection of laboratory exercises designed to illustrate the basic principles presented in BIO-102, including the study of representative organisms of the groups studied in class. Dissection of preserved animals is required. Meets two hours per week. Prerequisites: BIO-101 BIO-141. Corequisite courses: BIO-102.

BIO-203 Disease, Death and Sex in the Middle Ages (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course investigates how epidemic diseases shape human societies, and how continued cultural and technological innovation create conditions favorable for such epidemics. Two disease complexes constitute the primary focus of the course: Black Death for the Middle Ages and Syphilis for the Renaissance. These will also serve as historical models for understanding current emerging diseases such as HIV, SARS, West Nile Virus, Mad Cow, and Ebola. Prerequisite: Any lab science course.

BIO-205 Biology and Society (3.00 cr.)

(Fall, Spring, and Summer, Course Offered Every Year)

Recent advances in biology and medicine are creating many new and complex social issues and conflicts. Developing a community of concerned responsibility to resolve these issues requires an understanding of the underlying biological principles involved and of the various potential solutions. Through a series of selected topics Biology and Society will present the pertinent basic biological concepts and will foster discussion of values and issues involved in making personal decisions about each topic. Prerequisite: Any lab science course.

BIO-211 Plant Biology **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

Emphasizes seed plant anatomy, morphology, physiology, and systematics, but surveys all other plant groups as well as fungi and algae. Three lectures per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-241.

BIO-222 Invertebrate Zoology **(2.00 cr.)**
(Spring, Even Numbered Years Only)

A comparative phylogenetic study of invertebrate animals. For each group, structural and functional consideration will be given to systems of maintenance, activity and continuity. The ecological and economic importance of invertebrates is emphasized. Three lectures per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-242.

BIO-234 Principles of Ecology **(3.00 cr.)**
(Spring, Even Numbered Years Only)

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Three lectures per week. Prerequisites: BIO-101, BIO-141. Corequisite courses: BIO-244.

BIO-241 Plant Biology Laboratory **(1.00 cr.)**
(Fall, Even-Numbered Years Only)

Laboratory study of plants to illustrate and supplement lecture material presented in BIO-211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Three laboratory or field trip hours per week. Prerequisites: BIO101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-211.

BIO-242 Invertebrate Zoology Lab **(2.00 cr.)**
(Spring, Even Numbered Years Only)

Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Special emphasis is placed on the observation of living animals. Students are required to rear or culture several species of invertebrates. In addition, experience in using and constructing dichotomous keys will be given. Three laboratory hours per week. Prerequisites: BIO101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-222.

BIO-244 Principles of Ecology Lab **(1.00 cr.)**
(Spring, Even Numbered Years Only)

Laboratory studies of ecosystems to supplement lecture material presented in BIO-234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Three laboratory or field trip hours per week. Prerequisites: BIO-101, BIO-141. Corequisite courses: BIO 234.

BIO-251 Cell Biology **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The fundamental unit of life is the cell; therefore, cell biology forms the base upon which all modern biology and medicine is built. This course provides advanced study of microscopy and associated techniques such as freeze-fracture, fractionation, centrifugation, immunofluorescense, and cell fusion. Both prokaryotic and eukaryotic cells will be covered but the course will emphasize eukaryotic cells. Topics covered will include: cell chemistry, bioenergetics, enzymes, membranes, transport across membranes, endomembrane system, cell junctions, respiration, photosynthesis, cell cycle, cell division, information flow, gene regulation and expression, cytoskeleton, motility, contractility, signal transduction, cellular aspects of the immune response, and the cellular aspects of cancer. Three lecture hours per week. Prerequisites: BIO-101 BIO-141 CHE-111 CHE-141. Corequisite courses: CHE112, CHE-142.

BIO-252 Human Genetics **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

A presentation of the basic concepts of human genetics including discussion of fundamental genetic principles, impacts of recent advances, and ethical issues related to human genetics. MAT-144 is a recommended prerequisite. Three lectures per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-254 Evolution-Biological Systems **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of the emergence and history of life on earth. Emphasis is put on the mechanisms that result in evolutionary change at the cellular, population, and ecosystem level. Areas covered include genetics, population ecology, speciation, and extinction. May be taken without prerequisite courses with instructor consent. Prerequisites: BIO-101, BIO141, BIO-102, BIO-142.

BIO-256 Techniques in Microscopy **(1.00 cr.)**
(Fall, Course Offered Every Year)

The microscope and microscopy [techniques] are central to the development and practice of modern biology. This course provides an historical outline of microscopy and a review of its modern techniques. Topics included are phase-contrast, interference, fluorescence, confocal, scanning electron, and transmission electron microscopy. One practicum hour per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-258 Techniques in Tissue Culture **(1.00 cr.)**
(Spring, Course Offered Every Year)

A presentation of current methods in plant tissue culture. Discussion and research experiments to develop understanding and expertise in such areas as: sterile technique, plant propagation, nutritional effects, isolation and fusion of protoplasts, and other current plant tissue culture techniques. Three practicum hours per week. Prerequisites: BIO101, BIO-141, BIO-102, BIO-142.

BIO-299 Research Development **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A research development and seminar course in which freshman and sophomore level students explore processes and mechanisms for conducting original laboratory, field, or library based research. Students are required to present their findings orally and in written form. May be repeated for credit for a maximum of four semester hours. Prerequisites: BIO-101, BIO-141.

BIO-311 Histology **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A combined lecture-laboratory course. The microanatomy of mammalian tissues and organs at both the light and electron microscope level are surveyed. Histology by its nature is highly visual, therefore, lecture and laboratory work will be integrated into a unified format. Students are introduced to the basics of microscopy and microtechnique, and are responsible for tissue and organ recognition and critical interpretation.

Students are given a comprehensive set of prepared slides for detailed study. Three lecture-laboratory hours per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-314 Parasitology **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

A combined lecture-laboratory course. This course is a comprehensive investigation of protozoan, helminth, and arthropod parasites with special emphasis to those of medical and veterinary importance. The techniques of parasitology are covered, including egg sedimentation, life cycle studies, animal necropsy, and the use of taxonomic keys. Students are given a comprehensive set of prepared slides for detailed study. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-321 Comparative Vertebrate Anat. **(2.00 cr.)**
(Fall, Course Offered Every Year)

A course in the comparative morphology of protochordates and vertebrates. The sequence of study includes protochordate origin, vertebrate origin, vertebrate diversity, early embryology, and the comparative morphology of vertebrate organ systems. The evolutionary and developmental history of vertebrates will be of major importance. Three lectures per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-345.

BIO-322 Human Anatomy and Physiology **(3.00 cr.)**
(Spring, Course Offered Every Year)

Study of the structure and function of the major tissues, organs, and organ systems of the human body. Three lectures per week. Corequisite courses: BIO-342.

BIO-323 Vertebrate Physiology **(3.00 cr.)**
(Fall, Course Offered Every Year)

A comprehensive study of the principal processes involved in vertebrate cells, tissues, and organ systems, including circulation, respiration, excretion, acid-base and fluid balances, digestion, reproduction, and muscle-nerve coordination and integration. Anatomy is studied as necessary to understand the functions of the different systems. Three lectures per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO142, CHE-111, CHE-141, CHE-112, CHE-142. Corequisite courses: BIO-343.

BIO-325 Environmental Science **(4.00 cr.)**
(Fall, Odd-Numbered Years Only)

Application of biological and chemical principles to the study of the environment with emphasis on the diversity of methods used to study this broad field. Three class hours and three laboratory hours per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142, CHE-111, CHE-141, CHE-112, CHE-142.

BIO-334 Microbiology **(3.00 cr.)**
(Spring, Course Offered Every Year)

A course designed to provide a general understanding of the structure and function of bacterial cell types along with the application of bacteriology to certain medical, food, environmental and industrial processes. Three lectures per week. Prerequisites: BIO-101 and BIO-141; BIO-102 and BIO-142 or BIO-251; CHE-111, CHE-112 and CHE 221. Corequisite courses: BIO-344.

BIO-342 Human Anatomy and Physiology Lab **(1.00 cr.)**
(Spring, Course Offered Every Year)

Students examine the structures of the human body by use of models, charts, and dissection of preserved and fresh animal organs. Also, experiments are used to demonstrate functional aspects of the major organ systems. Three laboratory hours per week. Corequisite courses: BIO-322.

BIO-343 Vertebrate Physiology Lab **(1.00 cr.)**
(Fall, Course Offered Every Year)

Includes experimentation in cellular physiology, blood analysis and circulation, respiration, excretion, and neuromuscular function. Some dissection of preserved and fresh animal organs is required as necessary to understand organ functions. Three laboratory hours per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142 CHE-111, CHE-141, CHE-112, CHE-142. Corequisite courses: BIO-323.

BIO-344 Microbiology Laboratory **(1.00 cr.)**
(Spring, Course Offered Every Year)

A series of laboratory exercises chosen to acquaint students with procedures used in studying bacteria, including aseptic technique, culturing methods and staining techniques. Students isolate strains from natural habitats and also carry out exercises associated with food and medical microbiology. Three laboratory hours per week. Prerequisites: BIO101 and BIO-141; BIO-102 and BIO-142 or BIO-251; CHE-111, CHE-112, CHE-221. Corequisite courses: BIO-334.

BIO-345 Comparative Vertebrate Anatomy Lab **(2.00 cr.)**
(Fall, Course Offered Every Year)

A vertebrate dissection course. A comparative systems approach is used in the detailed dissection of the lamprey, dogfish shark, mudpuppy, and cat. The course also includes the microscopic and gross examination of hemichordates and protochordates. Three laboratory hours per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-321.

BIO-352 Symbiology **(3.00 cr.)**
(Fall, Course Offered Every Year)

The study of symbiosis [living together] between different species of organisms. Long term and less permanent relationships will be studied. Examples from all biological kingdoms will be used and the diversity of those relationships will be examined. Prerequisites: BIO-101, BIO141, BIO-102, BIO-142.

BIO-356 Biotechnology **(4.00 cr.)**
(Fall, Course Offered Every Year)

This course will cover the basic techniques used in molecular biology and biotechnology. The course has both lecture and laboratory components in which fundamental concepts and techniques will be presented and then practiced. The laboratory skill introduced in this class would be useful for students interested in pursuing graduate studies or employment in research laboratories, and those interested in environmental or health issues. Prerequisites: BIO-101, BIO-141, BIO-102, 142 or 251, CHE-111, CHE-141, CHE-112, CHE-142.

BIO-358 Aquatic Field Studies **(2.00 cr.)**
(Fall, Even-Numbered Years Only)

This course provides experience in the techniques required for research in the aquatic environment. Aspects of organism identification, habitat classification, water chemistry, and sampling techniques will be included. One three-hour field meeting per week. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142, CHE-111, CHE-141, CHE-112, CHE-142, MAT-245.

BIO-359 Terrestrial Field Studies **(2.00 cr.)**
(Spring, Odd-Numbered Years Only)

This course provides experience in the techniques required for research in the terrestrial environment. Aspects of organism identification, community classification, soil study, and sampling techniques will be included. One four-hour field meeting per week. Prerequisites: BIO-101, BIO-141, BIO-102k BIO-142, CHE-111, CHE-141, CHE-112, CHE-142, MAT-245.

BIO-431 Genetics **(3.00 cr.)**
(Fall, Course Offered Every Year)

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. MAT-144 or the equivalent is a recommended prerequisite. BIO-461 is a corequisite for Biology majors. Prerequisites: BIO-101, BIO-141, BIO-102, BIO-142.

BIO-436 Biochemistry **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of the chemistry of biological systems including metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Also offered as CHE-436. Three lectures per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241, BIO-101, BIO-141.

BIO-446 Biochemistry Laboratory **(1.00 cr.)**
(Spring, Course Offered Every Year)

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Also offered as CHE-446. Three laboratory hours per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241, BIO-101, BIO-141. Corequisite courses: BIO-436.

BIO-461 Genetics Laboratory **(1.00 cr.)**
(Fall, Course Offered Every Year)

Collection of laboratory exercises designed to provide practical exposure to some of the general principles considered in BIO-431. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. MAT-144 or the equivalent is recommended. Three laboratory hours per week. Prerequisites: BIO101, BIO-141, BIO-102, BIO-142. Corequisite courses: BIO-431.

BIO-498 Honors Thesis in Biology **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This is a research and seminar course in which junior or senior level students who are members of the Honors and/or Teaching Fellows Programs conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. The project must meet Honors Program thesis requirements as well as expectations of the biology faculty. A research proposal form completed by the student, faculty mentor, and Honors Program Director is required for registration. Honors Scholars and Teaching Fellows with concentrations in Molecular Biology and Environmental Science are required to complete one semester of BIO-499 and one semester of BIO-498 for a total of six hours.

BIO-499 Senior Research **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Senior Research is a research and seminar course in which junior and senior level students conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. Students with concentrations in Molecular Biology and Environmental Science are required to complete two semesters of BIO-499 for a total of six hours.

Birth–Kindergarten Licensure

BK-337 Observation of Young Children **(3.00 cr.)**
(Fall, Course Offered Every Year)

The history, philosophy, and practice of observing, documenting, and analyzing children's behavior within an ecological framework will be presented. Specific observational techniques to assess adult-child and child-child interactions, assessment of play, and environmental assessment will be presented. Students will develop an assessment portfolio for individual children. Prerequisites: PSY-210 or PSY-310, and CD-234, CD-334.

BK-341 Variations in Early Development **(3.00 cr.)**
(Spring, Course Offered Every Year)

An examination of biological and environmental factors and their interactions as they impact the development of young children, and may interfere with typical growth and development. The effects of various risk factors, developmental delays or disabilities on patterns of development in the physical, cognitive, language, social-emotional, and adaptive domains will be discussed. Prerequisites: PSY-210 or PSY310, and PSY-312, CD-234, CD-334. Corequisite courses: CD-340, BK-342.

BK-342 Practicum **(1.00 cr.)**
(Spring, Course Offered Every Year)

Placements are in a variety of center-based settings that serve children of varying ages and abilities. This field-based experience will give students the opportunity to conduct observations designed to assess how the learning environment supports development and can be modified to meet individual children's needs. Prerequisites: PSY-210 or PSY-310, and PSY-312, CD-234, CD-334. Corequisite courses: CD-340, BK-341.

BK-350 Emergent Literacy and Technology Integration **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course focuses on the development of reading and writing processes from birth through kindergarten and how technology can be integrated across the curriculum. This course gives students a deeper understanding of the theory, research and recommended practices behind emergent literacy, focusing on the development of reading and writing. Students will develop an initial electronic teaching portfolio and will conduct literacy and technology activities in inclusive preschool and kindergarten settings. Prerequisites: CD-234, CD-334, BK-337, and CD- 345

BK-445 Advanced Curriculum Development **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course will focus on the application of developmental theory to curriculum planning and developmentally appropriate practice; on linking assessment and curriculum planning; and on adapting and evaluating curriculum to promote the integration of young children of various developmental levels and abilities. The course will also introduce students to the major theories, research, and controversies regarding the emergence of literacy, writing, and mathematical concepts and explore how assistive technology supports children's development. This course is taken during the block semester concurrently with student teaching. Prerequisites: CD-234, CD-334, CD-336, CD-340, CD-434, BK-337, BK-341, BK-342.

BK-460 Clinical Internship: Infant/Toddler **(3.00 cr.)**
(Fall, Course Offered Every Year)

Supervised clinical internship with infants and toddlers under the direction of a cooperating teacher with faculty supervision. Full-time teaching assignments with weekly seminars. Course fee assessed. Instructor's consent required. Prerequisites: CD-234, CD-334, CD336, CD-340, CD-434, BK-337, BK-341, BK-342. Corequisite courses: BK-465.

BK-465 Teaming and Collaboration **(3.00 cr.)**
(Fall, Course Offered Every Year)

This seminar will introduce students to the function of interdisciplinary, multidisciplinary and transdisciplinary teams and the primary disciplines involved in the delivery of services to young children and their families. The role of the professional in assessment, planning, intervention, and case management will be examined as will the mechanisms whereby these services are coordinated, and the strategies for implementing interdisciplinary, and multidisciplinary and transdisciplinary programs. Issues related to ethics and professional conduct will be discussed. Instructor's consent required. Prerequisites: CD-234, CD-334, CD-336, CD-340, CD-434, CD-438, BK-341, BK-342, BK-337. Corequisite courses: BK-460.

BK-469 Field Experience **(1.00 cr.)**
(Spring, Course Offered Every Year)

This course provides the student with an opportunity to observe and work with a cooperating teacher for 12 hours a week for 5 to 6 weeks. The student will develop relationships with the children and teachers where she will do her student teaching. The student will become familiar with the philosophy, routines, and strategies used in the classroom. She will become familiar with school policies, resources, and personnel in preparation for her student teaching. The seminar, consisting of regular group meetings during the 5 to 6 week block period, will focus on effective teaching in North Carolina and on professionalism. Corequisite courses: BK-445, CD-436, EDU-490.

Business

BUS-300 Principles of Management **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to the theory and application of management principles, skills, and functions in the achievement of organizational efficiency and effectiveness. Not open to freshmen.

BUS-310 International Business **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the policies, institutions, and practices of international business and trade, with emphasis on the global integration of the United States' economy; international commercial and financial practices; international marketing and management techniques; differences in the cultural environment and customary business methods; and the role of multinational corporations. Prerequisites: BUS-300, BUS-360, ECO-100.

BUS-340 Business Law and Ethics **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An examination of the legal and regulatory environment of business, including ethics and the place of law in society. Not open to freshmen.

BUS-343 Operations Management **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The management of operating systems in both goods manufacturing and service producing industries. Topics included are trade-off analysis, process analysis, workplace methods, production and inventory control systems, capacity planning, operations strategies, technology-driven information systems, information technology management, and decision support systems. This course makes extensive use of case studies in operations management. Prerequisites: ACC 220, BUS 300, ECO 101, MAT 245.

BUS-348 Organizational Behavior **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An analysis of individual and work group characteristics and those organizational factors which influence human behavior within the organizational setting. Topics include organizational culture, motivation and reward systems, and leadership practice, with a major focus on business ethics and ethical decision making. Prerequisite: BUS-300.

BUS-350 Human Resource Management **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An examination of the principles, practices, and underlying theories of human resource management in relation to employee selection, training, motivation, and remuneration; interpersonal and group relationships; manpower planning. Prerequisite: BUS-300.

BUS-352 Training and Development **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of the principles of training and development, training needs, assessment, training solutions to organizational problems, skill training, different training options, and ways of integrating new behavior and attitudes into the organizational system. Prerequisite: BUS-300.

BUS-360 Principles of Marketing **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer. Not open to freshmen.

BUS-361 Consumer Behavior **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the impact of such factors as personality, motivation, perception, learning, attitudes, cultural and social influences, and life-style changes on buying behavior. A review of sociological, psychological, and economic models of behavior will be included. Prerequisite: BUS-360.

BUS-365 Marketing Research **(3.00 cr.)**
(Fall, Course Offered Every Year)

An examination and application of the process of planning a research project, gathering and analyzing secondary and primary data, and reporting (in writing and orally) the results for decision-making purposes. Applicable to those interested in social and behavioral sciences as well as business. Prerequisites: BUS-360, MAT-245.

BUS-369 International Marketing **(3.00 cr.)**
(Spring, Course Offered Every Year)

An examination of the economic, political, legal, and social constraints on marketing abroad and an analysis of the management and operational strategies of firms engaged in international marketing. Special emphasis is on differences between start-up operations and established multinational firms. Prerequisite: BUS-360.

BUS-370 Corporation Finance **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. Prerequisites: ACC-221, ECO-101, MAT-245.

BUS-380 Business Practicum **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Supervised employment which provides students the opportunity to gain practical, professional experience in conjunction with their academic development. Limited to junior or senior majors in the School of Business with a minimum overall GPA of 2.0. May be repeated for credit up to a maximum of 8 hours. May not be taken simultaneously with BUS 480, BUS 481, COE-302 or COE 403. Credit toward the Business Administration major will not be given for both BUS 380 and BUS 480. Pass/Fail grading only. Instructor's consent required.

BUS-452 Compensation and Benefits **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of the principles of compensation and benefits, job analysis and job evaluation, market surveys and their effects on pay structure, performance pay and incentives, benefits, services, and the comparable worth issue. Prerequisite: BUS-350.

BUS-458 Employee Relations Management **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of the principles of recruiting, selection, and retention of employees and the laws that pertain to them in the workplace, including the employer-employee relationship, discrimination, affirmative action, and government regulation.

BUS-466 Sales Management **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An analysis of professional selling practices with emphasis on the selling process and sales management. It will include the foundations of selling, the selling process, the difference in selling to organizational customers and to the ultimate customer, and the management of the sales function. Students will be required to make several presentations. Prerequisite: BUS-360.

BUS-467 Advertising and Sales Promotion **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An examination of the creative process, from strategy to execution, of advertising and promotional materials. Students will be required to develop the strategies, media plans, and draft executions of advertising and promotion materials. Prerequisite: BUS-360.

BUS-468 Marketing Management and Planning **(3.00 cr.)**
(Varies, Contact Department Head)

A study of the management and planning required for the development of marketing plans for products and services; a disciplined analysis of the needs, wants, perceptions, and preferences of markets as the basis for setting objectives and developing the plans to accomplish them. Students will be required to develop and present marketing plans for organizations. Prerequisites: BUS-300, BUS-360.

BUS-472 Intermediate Financial Management **(3.00 cr.)**
(Spring, Course Offered Every Year)

An in-depth study of the applications of theory to financial decisions involving optimal capital structure, capital budgeting criteria, and long- and short-term financing. Prerequisite: BUS-370.

BUS-474 Investment Analysis and Portfolio Management **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of the theory and practice of portfolio management; analysis of securities; risk evaluation; alternative investment opportunities; and optimizing behavior of the individual investor. Prerequisite: BUS-370.

BUS-480 Business Internship **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Supervised experience in business or governmental institutions where work is related to student interest. Limited to senior majors with a minimum GPA of 2.00. Can be taken only once. Students may not receive credit for both BUS-480 and BUS-481. May not be taken simultaneously with either COE-302 or COE-403. Pass/Fail grading only.

BUS-481 Human Resource Management Internship **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Supervised experience in business or governmental institutions where work is related to student interest. Limited to seniors minoring in Human Resource Management and a minimum GPA of 2.00. Students may not receive credit for both BUS-480 and BUS-481. May not be taken simultaneously with either COE-302 or COE-403. Pass/Fail grading only.

BUS-495 Business Policy **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An in-depth study of managerial policy formulation, strategies, and problems, including the influence of economic, social, and governmental factors. Must have senior standing. Prerequisites: BUS-300, BUS-360, BUS-370; BUS 343 is a prerequisite or corequisite.

BUS-498 Honors Thesis in Business **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. The project must meet Honors Program thesis requirements as well as expectations of business faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

BUS-499 Research in Business **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An in-depth endeavor that complements and enhances classroom learning. It is an active participation by students and faculty in the creation, discovery, and examination of knowledge through various methods of inquiry and analysis within the various disciplines of business. It represents a study or investigation conducted by an undergraduate that makes an intellectual contribution to business. Junior or senior standing only. May be repeated for credit for a maximum of six credit hours.

Career Planning

CPS-101 Career Planning for Freshmen and Sophomores **(1.00 cr.)**
(Spring, Course Offered Every Year)

This half-semester course offers first- and second-year students the opportunity to investigate, through interest, skill, value, and personality assessments, possible choices of major study and career fields. Career exploration, experiential learning opportunities, resume writing, and professionalism are among the topics presented and practiced. Pass/Fail grading only.

CPS-301 Career Planning for Juniors and Seniors **(1.00 cr.)**
(Fall, Course Offered Every Year)

This half-semester course is designed to assist upper-level students in relating their chosen academic majors to career fields through self-assessment and occupational exploration. Skill-building activities are used to introduce students to resume writing, interviewing, and job-search strategies, and to the concept of career development as a lifelong process. Pass/Fail grading only.

Chemistry

CHE-100 Chemistry and Society (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the fundamental principles of chemistry including atomic structure, chemical bonding, and the laws of conservation of mass and energy. In addition, this course will emphasize aspects of chemistry relevant to today's society. Prerequisites: CHE-111, CHE-141

CHE-111 General Chemistry I (3.00 cr.)
(Fall, Spring and Summer, Course Offered Every Year)

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours per week. High school chemistry or CHE-100 is strongly recommended as a prerequisite to this course. Corequisite courses: CHE-141.

CHE-112 General Chemistry II (3.00 cr.)
(Fall, Spring and Summer, Course Offered Every Year)

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours per week. MAT-144 is strongly recommended as a prerequisite. Prerequisites: CHE-111, CHE-141. Corequisite courses: CHE-142.

CHE-141 General Chemistry I Laboratory (1.00 cr.)
(Fall, Spring and Summer, Course Offered Every Year)

Laboratory experiments designed to supplement the work in CHE111. Three laboratory hours per week. Corequisite courses: CHE-111.

CHE-142 General Chemistry II Lab (1.00 cr.)
(Fall, Spring and Summer, Course Offered Every Year)

Laboratory experiments designed to supplement the work in CHE112, including qualitative and quantitative analysis. Three laboratory hours per week. Prerequisites: CHE-111, CHE-141. Corequisite courses: CHE-112.

CHE-203 Science and Human Values (3.00 cr).
(Fall, even-numbered years only)

This course provides an overview of the development of some of the great ideas in the natural sciences, the evidence for these ideas, and the process by which these ideas came to be accepted. Students will explore how these ideas have influenced society, our understanding of our place in the universe, our understanding of what it means to be human, and our values. Also offered as PHY 203 and SCI 203. Prerequisites: One laboratory science course (BIO 101/141, CHE 111/141, GEO 200/240, or PHY 211/241

CHE-221 Organic Chemistry I (3.00 cr.)
(Fall, Course Offered Every Year)

Essential principles, reaction mechanisms, structures and stereochemistry of carbon compounds. Three class hours per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142. Corequisite courses: CHE-241.

CHE-222 Organic Chemistry II (3.00 cr.)
(Spring, Course Offered Every Year)

A continuation of CHE-221, emphasizing reaction mechanisms, stereochemistry, and physical methods of structure determination. Three class hours per week. Prerequisites: CHE-221, CHE-241. Corequisite courses: CHE-242.

CHE-241 Organic Chemistry I Laboratory (1.00 cr.)
(Fall, Course Offered Every Year)

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142. Corequisite courses: CHE-221.

CHE-242 Organic Chemistry II Lab (1.00 cr.)
(Spring, Course Offered Every Year)

Experimental organic chemistry with emphasis on qualitative analysis of organic compounds using chemical tests and instrumental analysis. Three laboratory hours per week. Corequisite courses: CHE-222.

CHE-299 Introduction to Research (1.00–2.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. CHE-111 is strongly recommended as a prerequisite to this course. Course may be repeated for credit for a maximum of three semester hours.

CHE-350 Quantitative Analytical Chem. (4.00 cr.)
(Spring, Even-Numbered Years Only)

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, chromatographic, and electroanalytic methods. Three class hours and three laboratory hours per week. Prerequisites: CHE-112.

CHE-415 Special Topics in Chemistry (1.00–3.00 cr.)
(Spring, Course Offered Every Year)

Special topics in chemistry such as instrumental analysis, advanced organic chemistry, polymer chemistry, industrial chemistry, or chemometrics. Instructor's consent required.

CHE-420 Chemistry of Thermodynamics & Kinetics (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures per week. Prerequisites: CHE-112, PHY-212, MAT-211.

CHE-430 Atomic and Molecular Structure (3.00 cr.)
(Spring, Odd-Numbered Years Only)

A study of the modern theories of atomic and molecular structure and chemical bonding. Also offered as PHY-430. Three lectures per week. Prerequisites: CHE-112, PHY-212, MAT-211.

CHE-436 Biochemistry (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the chemistry of biological systems including metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Also offered as BIO-436. Three lectures per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241, BIO-101, BIO-141.

CHE-441 Experimental Physical Chemistry I (1.00 cr.)
(Fall, Even-Numbered Years Only)

Laboratory experiments in thermochemistry, equilibria, and kinetics with emphasis on mathematical treatment of data and technical report writing. Corequisite courses: CHE-420.

CHE-442 Experimental Physical Chemistry II **(1.00 cr.)**
(Spring, Odd-Numbered Years Only)

Laboratory experiments to accompany the theoretical studies of atomic and molecular structure and chemical bonding in CHE-430. Corequisite courses: CHE-430.

CHE-446 Biochemistry Laboratory **(1.00 cr.)**
(Spring, Course Offered Every Year)

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Also offered as BIO-446. Three laboratory hours per week. Prerequisites: CHE-111, CHE-141, CHE-112, CHE-142, CHE-221, CHE-241, BIO-101, BIO-141. Corequisite courses: CHE-436.

CHE-474 Inorganic & Bioinorganic Chemistry **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

A study of advanced concepts of theoretical and descriptive inorganic chemistry with relevant biochemical examples. CHE-222 is strongly recommended as a prerequisite to this course. Prerequisites: CHE221, CHE-241.

CHE-490 Seminar **(1.00–2.00 cr.)**
(Spring, Course Offered Every Year)

May be taken for credit more than one semester. Pass/Fail grading option.

CHE-498 Honors Thesis in Chemistry **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Open to senior chemistry majors who are members of the Honors and/or Teaching Fellows Programs. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. The project must meet Honors Program thesis requirements as well as the expectations of the chemistry faculty.
Prerequisites: CHE-222.

CHE-499 Research **(1.00–2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Open to junior and senior chemistry majors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. Prerequisite: CHE-222.

Child Development

CD-234 The Preschool Child **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the behavior and development of young children two through eight years of age. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh Preschool. Content includes major developmental theories and research applications. Three hours of lecture and three hours of laboratory each week.

CD-299 Introduction to Research in Child Development **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and questions in Child Development. This course will provide an introduction to research methods in social science and child development. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: CD-234.

CD-334 Infant Development **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course will provide the theoretical foundations of infant-toddler development as students examine the current research on the growth and development of very young children from a multidisciplinary perspective. Students will participate concurrently in a field experience in a program serving infants and toddlers. Three hours of lecture and three hours of practica each week. Prerequisites: CD-234.

CD-335 Marriage/Family Relationships **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A functional course designed to help the student achieve an understanding of family systems, personality, communication, and decision making as related to successful marriage and family living.

CD-340 Young Children's Learning Environments **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course is designed to introduce the student to standards and methods for evaluating the quality and effectiveness of inclusive learning environments for young children. It will focus on how the structure and organization of the indoor and outdoor environments influence the development and learning of children, and how interactions with peers and adults influence development and learning. The role of play and the role of teacher-child interactions in facilitating the goals of inclusion and developmentally appropriate practice will be emphasized. BK-341 and BK-342 are corequisite courses for students seeking B–K licensure. Prerequisites: CD-234, CD-334.

CD-345 Preschool Curriculum **(4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Students will design and implement activities that integrate multiple developmental areas and levels of ability that are in accordance with the guidelines of developmentally appropriate practice. Placements will be in preschool programs that provide services for typically and atypically developing children. Instructor's consent required. Course fee assessed. Prerequisites: CD-234, CD-340, CD-334 and BK 337.

CD-434 Infant Curriculum **(3.00–4.00 cr.)**
(Fall, Course Offered Every Year)

Methods of developing, implementing, and evaluating curriculum experiences which are developmentally based for both typical and atypical infants and toddlers will be addressed. Program issues that relate to the needs of infants and toddlers and their families will be examined. Three hours of field experiences per week. Instructor's consent required. Course fee assessed. Prerequisites: CD-234, CD-340, CD-334.

CD-436 Administration of Programs for Young Children **(3.00 cr.)**
(Fall [Spring for B–K licensure students on block schedule], Course Offered Every Year)

A study of administration and the role of leadership in programs serving young children. Primarily through project and portfolio work, students will demonstrate competency in understanding the role of developmental theory in establishing and developing programs; the practical needs of programs in terms of staffing, financial management, licensing, environmental design, equipping and furnishing classrooms; working with parents and governing boards; and assessment and development of teaching staff. Health, safety, and nutritional concerns will also be addressed. May be taken without prerequisite course with permission from the instructor. Prerequisites: CD-234, CD-334, CD 340.

CD-438 Support & Strengthening Families **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An overview of current information related to working with families of young children. Family and social systems theories and research provide a foundation for an ecological transactional view of families of diverse structural and sociocultural backgrounds. The emphasis of the course is on providing family-centered services that support and strengthen the family unit. Prerequisites: CD-234, CD-334, BK-337.

CD-440 Readings Preschool Education & Early Intervention **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course will trace the history of early childhood, preschool education and early special education in the U. S. A special focus will be on examining theoretically based preschool curriculum models and early intervention models. The course will also cover the evolution of legislative policy, and practices in early education from both national and international perspectives. Current trends, legislative and policy issues will be investigated. Field work in early childhood classrooms and special programs will offer the opportunity for a student to begin or expand her current knowledge base. Prerequisites: CD-234.

CD-450 Advanced Practicum & Seminar **(4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Supervised student teaching will provide an in-depth opportunity for students to plan and implement developmentally appropriate curriculum and instruction for young children. Student teaching is co-supervised by a cooperating classroom teacher and a member of the Child Development faculty. In addition to 200 contact hours spent in the classroom, students will meet weekly to discuss, analyze, and evaluate their field experiences. Course fee assessed. Instructor's consent required. Prerequisites: CD-234 CD-334, CD-340, CD-345.

CD-498 Honors Thesis in Child Development **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the child development faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

CD-499 Research in Child Development **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research project investigating topics and questions in Child Development. This course will provide an introduction to research methods in social science and child development. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: CD-234, CD-334, BK-337.

Chinese

CHI-100 Introduction to Chinese Language **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course provides students a unique opportunity to study Mandarin Chinese with a native speaker who is an expert in teaching foreign languages. While writing, reading and culture are important dimensions of this course, the principal focus is on speaking. Since this is a one-semester only course, it does not satisfy the General Education foreign language competency requirement.

Communication

COM-100 Introduction to Communication Studies **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An overview of the study of communication, this team taught course highlights both interpersonal and mass communication as well as public speaking.

COM-140 House Management **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The practicum is designed to give the student practical experience through production of performance work. Students will choose 1 hour from 3 choices to fulfill the 1 hour requirement. (1 hour = 3 hours of service per week). Students in Communication would apply practical experience in Meredith College's communication environments such as providing publicity, house management, and box office for the theatre program, service to media services, marketing, and other eligible on-campus communication outlets.

COM-141 Publicity **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

See COM-140.

COM-142 Box Office **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

See COM-140.

COM-200 Communication Research Methods **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to the basics of research in the field of communication, students learn a variety of research methods including both qualitative and quantitative methods as well as gain hands-on experience in the research process. This course will better prepare students for upper-level communication courses by familiarizing them with the language and process of research done in the field. The course gives students the skills needed to successfully complete their own research for their senior thesis.

COM-225 Public Speaking **(3.00 cr.)**
(Fall and Spring Course Offered Every Year)

A basic introduction to communication, primarily through public speaking, that stresses organization and delivery of spoken messages. Units include informative speaking, special occasion speaking, the use of language in oral style, audience analysis, and the use of logic and critical thinking in persuasive communication.

COM-230 Video Production **(3.00 cr.)**
(Spring, Course Offered Every Year)

An introductory study of in-the-field television production, the course concentrates on basic shooting and editing techniques with an emphasis on composition, storytelling and nonlinear editing. All cameras are miniDV digital camcorders; all editing is taught on state-of-the-art AVID systems.

COM-260 Interpersonal Communication **(3.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

An introduction to relational communication. The student should increase her sensitivity to communication skills by questioning habits, traditions, and current ideas and behaviors related to personal perception and communication. Through lectures, discussion, activities, and exercises, students will attain the knowledge and skills to become more effective communicators. They will also increase their awareness of everyday communication behaviors.

COM-290 Introduction to Mass Communication **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to the field of mass communication that deals with the examination of radio, newspapers, magazines, film, television and the internet. The course includes historical backgrounds of each division, career opportunities, current trends, and predictions. It is designed to enhance student appreciation of the various components of mass media.

COM-299 Communication Research Project **(3.00 cr.)**
(Fall, Spring Course Offered Every Year)

In conjunction with a faculty mentor, the student will conduct an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the mentor is required for registration. Prerequisite: COM 200.

COM-300 Small Group Communication **(3.00 cr.)**
(Fall, Course Offered Every Year)

Theory and practice of effective communication in small groups, including stages of group development, role emergence, leadership functions, decision making strategies, conflict management, and the significance of power.

COM-310 Introduction to Public Relations **(3.00 cr.)**
(Fall, Course Offered Every Year)

Students gain an understanding of the scope of public relations by examining many aspects of the field, including writing and types of campaigns. Students create a communication plan that reflects strategic thinking and incorporates core competencies as well as produce written materials that illustrate an understanding of basic public relations writing skills.

COM-320 Media Law **(3.00 cr.)**
(Fall, Course Offered Every Year)

An introduction to the history and development of media law in the United States since the early 1900s. Readings and lectures include the First Amendment, libel law, copyright protection, different regulations regarding print and electronic media, regulation of obscene and erotic material, the Freedom of Information Act, the regulation of advertising and telecommunication regulation. Covered topics include, to some degree, the role of ethics and morality as they apply to current media practices such as industry mergers and censorship issues.

COM-350 Business & Professional Communication **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The nature of communication theory and practice in business and professional settings. Development of individual, dyadic, group, and organizational communication proficiencies. Supervisory/subordinate and peer communication, active listening, group communication, and presentational speaking. Prerequisites: COM-225.

COM-360 Writing for the Media **(3.00 cr.)**
(Spring, Course Offered Every Year)

The theory and practice of writing for print and broadcast media on an introductory level. Areas of study involve writing for newspapers, magazines, radio news, television news, documentaries, film, and public relations. The course is taught in a seminar-workshop environment.

COM-370 Nonverbal Communication **(3.00 cr.)**
(Fall, Course Offered Every Year)

Theory and research in nonverbal communication, including environment, space, physical appearance, body movement, eyes and facial expressions, and social cues. Nonverbal communication in personal, workplace, and cultural settings.

COM-375 Gender Communication **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Effects of gender on the interpersonal communication process. Explanations of gender differences, communication about women and men via language and media, and interpersonal communication.

COM-380 Communication Ethics **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course introduces students to some of the ethical issues that are involved in interpersonal, public, and mass communication. The course begins with a study of the major ethical philosophers including Aristotle, Kant, Buber, and Habermas. Specific issues and case studies emphasize First Amendment rights, censorship, libel, slander, defamation of character, media regulation, and what can and cannot be said in the public arena. Students engage in a review of ethical theories as they relate to communication and ethical problem solving.

COM-390 Intercultural Communication **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course offers students a survey of contemporary scholarship related to processes of intercultural communication. The course will consider the important role of contexts (social, cultural, historical) in intercultural interactions. We will examine the complex relationship between culture and communication from several conceptual perspectives, concentrating on three: social/psychological, interpretive, and critical. By applying these perspectives students will come to appreciate the complexities and tensions involved in intercultural interactions. This learning process should enhance self-reflection, flexibility and sensitivity in intercultural communication. Offered as CORE 403.

COM-400 Special Topics in Communication **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Seminars will investigate a specific topic from a communication perspective, and address the various communication contexts that are the basis of current pedagogy in the field. These contexts include rhetorical criticism, mass communication, interpersonal communication, and organizational communication. Examples of specific topics include conflict management, persuasion, and mediated communication. May be taken on multiple occasions when topics vary.

COM-410 Senior Thesis **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A guided individual project combining research in some area of communication studies with significant practical application of communication skills (e.g. a major public address, performance, workshop, video, lecture, etc.). This project will be approved in advance and implemented under the supervision of the instructor. A detailed outline and annotated bibliography is required by midterm.

COM-425 Media, Culture & Society (3.00 cr.)
(Spring, Course Offered Every Year)

A critical look at the role of contemporary mass media in our society. It examines the relationship of communication media and popular culture. Topics include media mergers, obscenity and indecency issues in television and radio, "reality" TV programming, current advertising and public relations issues, messaging and imaging in media, and changes in FCC regulations.

COM-450 Relational Communication (3.00 cr.)
(Spring, Course Offered Every Year)

An advanced course focusing on the theories of interpersonal relationships by exploring the developmental, maintenance, and deterioration stages. Explores both verbal and nonverbal messages, listening, and conflict resolution. Prerequisite: COM-260.

COM-495 Communication Theory (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An advanced course focusing on various contemporary theories of interpersonal communication. There will be an emphasis on the theoretical foundations of the study of interpersonal communication in a variety of contexts. Prerequisites: COM-225, COM-260.

COM-498 Honor's Thesis (3.00 cr.)

An honors thesis involves a scholarly scientific project selected by the communication major in consultation with her advisor and subject to departmental approval, which will involve conducting a pilot study focusing on her area of specialization. Research, observation, writing and interpreting results will all be conducted by the student. In addition, the student is required to present her thesis orally in an appropriate setting to an audience.

COM-499 Communication Research Project (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a communication faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior majors and others by permission. Prerequisites: COM-410 or COM-495.

COM-930 Community Internship (3.0 cr.)
(Fall, Spring and Summer, Course Offered Every Year)

Communication skills may be applied in a wide variety of contexts. Ongoing internships are available for both concentrations in public relations, the Raleigh Chamber of Commerce, local businesses, Exploris, Dispute Settlement Centers, N.C. Women's Correctional Institute, N.C. State Government, Triangle Reading Service, Hopeline and local television and radio stations

Computer Information Systems

CIS-120 Spreadsheets (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Introduction to and development of skills in the creation and use of spreadsheets. The student will also learn how to set up and create graphs from spreadsheets and to create macros. Extensive use of microcomputer software such as Excel.

CIS-121 Spreadsheets II (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is a continuation of CIS-120. Students will learn how to use Excel as a practical business tool with in-depth use of formulas and functions and efficient worksheet and workbook design. Some topics in Excel databases and the creation of simple macros will also be covered. Prerequisite: CIS-120 or competency in spreadsheets.

CIS-140 Databases (1.00 cr.)
(Fall and Spring, Course Offered Every Year)

Creating a database structure, entering and updating data, generating reports based on querying the database. This course includes a project. Hands-on use of software such as MS Access.

CIS-156 Web Site Design & Management (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course requires extensive use of an HTML editor and a web design package to create web pages and web sites. Students will also learn site planning management. This will include learning to plan web sites and planning and assessing visitor involvement. Specific topics and techniques include: tables, frames, forms, cascading style sheets, use of animation and sound, and image creation and manipulation. Additional topics will include dynamic content, Javascript, XML, file management, file transfer protocol and web site evaluation.

CIS-160 SAS Programming (3.00 cr.)
(Fall, Even-Numbered Years Only)

A course in programming in the high-level programming language of SAS which is used extensively in business, government, and education. By the end of the course the student will be able to immediately apply her skills in real-life programming solutions. Applications in data gathering and manipulation, report generation, and elementary statistical procedures. No previous programming experience is required. Prerequisite: computer literacy. Prior experience in statistics is recommended.

CIS-240 Visual Basic (3.00 cr.)
(Spring, Even-Numbered Years Only)

An introduction to programming in Visual Basic. Emphasis will be placed on the event-driven, graphical nature of Visual Basic, as opposed to procedure-oriented programming. Topics include form layout, event-driven Windows programming concepts, variables and data types, objects and properties, control structures, file management, accessing databases, linking applications, Web page development from a Visual Basic application, and developing and using ActiveX controls. This course is intended for those with programming experience. May be taken without prerequisite course with instructor's consent. Prerequisites: CSC-101.

CIS-299 CIS Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course will allow freshman and sophomores to participate in original research in computer information systems. Maximum credit — 6 hours

CIS-312 Information Systems Management (3.00 cr.)
(Spring, Course Offered Every Year)

The main theme of the course is solving problems and creating opportunities with technology in an organizational setting. Topics include how information systems affect and are affected by organizational goals and strategies; basic overviews of the components of an information system; hardware, software, data storage and retrieval, and network communications; the Internet; the information systems development process; and systems development as planned organizational change. Also offered as CSC-312. Prerequisite: Completion of the General Education fundamental computer skills competency requirement.

CIS-370 Ethics and Information Technology **(1.00 cr.)**
(Spring, Course Offered Every Year)

Discussion of the ethical and legal issues created by the introduction of information technology into every day life. Codes of ethics for computer users. Topics may include, but are not limited to, information ownership, individual privacy, computer crime, communications and freedom of expression, encryption and security.

CIS-407 Software Engineering **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

Introduction to the principles of design, coding, and testing of software projects; the software development cycle; and managing the implementation of large computer projects. Students undertake a large team project. Also offered as CSC-407. Prerequisites: CSC-301.

CIS-498 Honors Thesis in Computer Information Systems **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

With a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the computer science faculty. Limited to seniors or second semester juniors, honors students and/or teaching fellows.

CIS-499 Senior Thesis **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Open to junior and senior majors. Maximum credit—6 hours.

Computer Science

CSC-101 Beginning Programming **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Students learn how a computer works and how to make it work as they design, code, debug and document programs to perform a variety of tasks. This course is intended for students who have not programmed a computer before, but may also serve as an introduction to Java (or other language) even if the student DOES know some programming. (This course fulfills the Quantitative-Field of Knowledge requirement of Gen Ed.)

CSC-203 Foundations of Computer Science **(3.00 cr.)**
(Spring, Course Offered Every Year)

A survey course, which emphasizes the algorithmic process and its implications for computer science. Topics include machine architecture [data storage and data manipulation], the human/machine interface [operating systems, algorithms, programming languages, and software engineering], data organization [data structures, file structures, database structures] and the potential of algorithmic machines [artificial intelligence, theory of computation]. Prerequisite: CSC-101.

CSC-212 Object Oriented Programming **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A continuation of the development of programming, with introduction of Objects and Graphical User Interfaces (GUIs), including multiple-file projects, windows, buttons +, mousing, event-handling and principles of Human Computer Interaction (HCI). Prerequisite: CSC-101.

CSC-230 Web Programming with Databases **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course focuses on the server side of clientserver programming for the Web,especially database programming. There will be a study of fundamentals of databases including normalization and security, and students will apply this knowledge to real web database applications. Current tools: JavaScript (prerequisite), PHP (a programming language), SQL (Structured Query Language). Prerequisite: CSC-140, CIS-156.

CSC-262 Discrete Mathematics **(3.00 cr.)**
(Spring, Course Offered Every Year)

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as MAT-262. Prerequisites: MAT-141 and MAT-143 or MAT-144 or competency.

CSC-299 Introduction to Research in Computer Science **(1.00–4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original research in computer science. Students will submit findings in a formal written report and will give an oral presentation. Students will be expected to work approximately three hours per week on the research project for each semester hour of credit. May be repeated for a maximum of six credit hours.

CSC-301 Data Structures & Algorithms **(3.00 cr.)**
(Fall, Course Offered Every Year)

Topics include the sequential and linked allocation of lists, stacks, queues, trees, and graphs. Students gain maturity by writing complex algorithms and through studying run time analysis and program integrity. Prerequisites: CSC-212, CSC/MAT-262.

CSC-311 Computer Organization **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

The fundamentals of logic design, the organization and structuring of the major hardware components of computers. Prerequisite: CSC 203.

CSC-312 Information Systems Management **(3.00 cr.)**
(Spring, Course Offered Every Year)

The main theme of the course is solving problems and creating opportunities with technology in an organizational setting. Topics include how information systems affect and are affected by organizational goals and strategies; basic overviews of the components of an information system; hardware, software, data storage and retrieval, and network communications; the Internet; the information systems development process; and systems development as planned organizational change. Also offered as CIS-312. Prerequisite: Completion of the General Education fundamental computer skills competency requirement.

CSC-326 Networking and Operating Systems **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

In the evershifting and related fields of operating systems and networking, this course teaches the fundamental aspects of computing systems including security, memory management, job scheduling, synchronization, client-server programming and distributed programming. There will also be significant hands-on application of principles in the lab. Prerequisites: CSC-212, CSC-203.

CSC-360 Numerical Analysis **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as MAT-360. Prerequisites: MAT-212.

CSC-407 Software Engineering **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

Introduction to the principles of design, coding, and testing of software projects; the software development cycle; and managing the implementation of large computer projects. Students undertake a large team project. Also offered as CIS-407. Prerequisites: CSC-301.

CSC-420 Computer Science Seminar **(1.00 cr.)**
(Fall, Course Offered Every Year)

Current developments and themes in computer science. An introduction to industry as it exists in the Research Triangle area, to journals in the field of computer science, and to societies and associations dedicated to the advancement of computing. Includes field trips, speakers and discussions of selected topics. Course open to juniors and seniors only. Prerequisites: 6 credits; from CSC.

CSC-421 Topics in Computer Science **(3.00 cr.)**
(Spring, Course Offered Every Year)

Topics of current interest in computer science not covered in other courses. Prerequisites vary with topic studied.

CSC-498 Honors Thesis in Computer Science **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the computer science faculty. Enrollment limited to seniors or second semester juniors in the Honors and/or Teaching Fellows Programs.

CSC-499 Research in Computer Science **(1.00–4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. Open to juniors and seniors majoring in computer science or others with permission of the department. May be repeated for credit for a maximum of six hours.

Cooperative Education

COE-302 Cooperative Education **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Supervised professional employment related to student career goals alternating with or paralleling academic study. Students must have sophomore standing and a minimum GPA of 2.00 in order to enroll. The number of hours credit is determined by the number of hours worked. Requires the signature of the Director of Cooperative Education to enroll. A maximum of 8 hours may be earned in COE302 and COE-403 combined. Pass/Fail grading only. Instructor's consent required. This course fulfills the General Education experiential learning requirement.

COE-403 Cooperative Education **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Supervised professional employment related to student career goals. The number of credit hours is determined by the number of hours worked. The signature of the Director of Cooperative Education is required before enrolling in this course. A maximum of 8 hours may be earned in COE-302 and COE-403 combined. Pass/Fail grading only. Instructor's consent required. Prerequisite: COE-302. This course fulfills the General Education experiential learning requirement.

CORE, General Education

CORE 100 The Context of Culture **(3 cr. hrs.)**
(Fall, Spring, & Summer, Course offered every year)

Students will explore their own cultural identities in relation to the historical development and contemporary interaction of various indigenous and immigrant groups who have come to comprise the diverse people of the United States. These studies will address the overriding question:

"How do individuals and groups relate to the broader context of society?" All readings, activities, and research will invite students to explore various aspects of our society and to discover ways groups and individuals have found and continue to seek a meaningful role in the contemporary life of the United States. The class will be highly interactive and collaborative as members examine differing beliefs, images, and values among cultural groups and ideologies and seek understanding of complex matters of race, ethnicity, gender, class, sexual orientation, ability, and religion.

CORE 201, The World in Context:
20th Century History and Literature **(6.00 cr.)**
(Fall, Course Offered Every Year)

This course linkage combines HIS 103, The World in the 20th Century and ENG 203, World Literature in the 20th Century. This linkage creates a learning community that will involve the study of significant 20th century events, issues and developments from a predominantly non-western perspective. Literature selections come from a selected sample of non-western cultures and weave together with predominant historical themes such as colonialism; war and revolution; class, caste, and race. Format will be lecture-discussion; film and other media will be employed. Application toward general education requirements as CORE 200 and Literature elective (ENG 203) and history requirement or elective in Cultural Perspectives (HIS 103).

CORE 203 Latin America: History, Religion, & Culture **(6.00cr.)**
(Spring, Course Offered Every Year)

This course linkage combines HIS 200 History of Latin America and REL 200 Latin American Liberation Theology. Through the use of various themes--such as, conquest, independence, relations between the church and state, revolution, liberation and dependency—this linkage will explore the varied social, cultural, religious, economic and political realities of Latin America. Films will be used throughout this linkage to connect the two distinct courses. Counts toward general education requirements as CORE 200 and Cultural Perspectives elective.

CORE 204 World Food **(6.00 cr.)**
(Spring, Course Offered Every Year)

This course linkage combines FN 227, Introductory Nutrition and GEO 205 World Regional Geography. Students will discover how geography and culture intertwine to influence diet and cuisine in selected regions of the world. They will explore how people around the world meet their nutritional needs through their unique culinary traditions, and how recent developments related to population, urbanization, economic activity and globalization function as a force changing the structure of human activity and diet. Students will experience first hand some of the different foods of the world. Application toward general education requirements as CORE 200 and Social and Behavioral Science elective (GEO 205).

CORE 205 Places and Pathologies: Medieval Pilgrimage Routes **(6.00 cr.)**
(Fall, Course Offered Every Year)

This course linkage combines MRE 201 Pilgrims Poets and Prophets with BIO 203 Death, Disease, and Sex in Medieval Europe. Using the medieval pilgrimage routes as a conceptual template for the study of history, students examine the communication of ideas through narrative poetry and prose, visual art, and the pronouncements of prophets and mystics. Similarly, students consider the role of roads and trade routes in the communication of disease, with special attention to outbreaks of the Black Death c. 1350 and of syphilis in the late middle ages. The courses are linked primarily by the cross referencing of lectures, readings, and student research projects, but films, field-trips, and Five O'clock Scholars activities further connect the two. Fulfills CORE 200 requirement; BIO203 fulfills a Science in Society elective, and MRE 201 fulfills either a literature elective OR a cultural perspectives elective. Prerequisites: For MRE 201, none; for BIO 203, one Natural Science laboratory course.

CORE 206 Shelter and Home (4.00 cr.)

(Fall and Summer, Course Offered Every Year)

This course linkage combines ID 245 Housing Issues and SOC 271 Home and Housing in Mexico. Students will discover how housing issues and culture intertwine in a selected region of the world. They will explore how people around the world meet their housing needs through their unique cultural traditions, and how economic, family and spiritual needs impact on the way their homes are structured and designed. Application toward general education requirements as CORE 200 and Social and Behavioral Science Elective (SOC 271). Courses are co-requisites. No prerequisites.

CORE 207 Education and Culture (4.00 cr.)

(Fall, Spring and Summer, Course Offered Every Year)

This course linkage combines EDU 232 Foundations of American Education and SOC 273 Education and Family in Mexico. Students will discover how education and culture intertwine in a selected region of the world. They will explore how people in the United States and Mexico experience education both as a system and the relationship between home and school. Application toward general education requirements as CORE 200 and Social and Behavioral Science Elective (SOC 273). Courses are co-requisites. No prerequisites. Sophomore status strongly recommended.

CORE 208 Oppressed Groups and Culture (4.00 cr.)

(Fall, Spring and Summer, Course Offered Every Year)

This course linkage combines SWK 240 Populations at Risk and Social Justice and SOC 272 Culture and Family in Mexico. These courses give students the opportunity to understand the experience of oppressed groups in both the US and Mexico and to explore the possible avenues for social change in both nations. Application toward general education requirements as CORE 200 and Social and Behavioral Science Elective (SOC 272). Courses are co-requisites. No prerequisites.

CORE 210 Cultural Dances in Theory and Motion (4.00 cr.)

(Fall and Spring, Course Offered Every Year)

Cultural Dances in Theory and Motion combines DAN 200 Dance in Society with DAN 156 World Dance. Students will complete the CORE 200 requirement, a Cultural Perspectives or Arts and Aesthetics elective, and a Health and Physical Learning elective.

CORE 401 Global Questions: Technology and Social Change (3.00 cr.)

(Fall, Course Offered Every Year)

Though technology in various forms pervades and sometimes greatly enhances our lives, individuals in modern societies often have little say in choosing the technologies they will adopt. Using a case study approach, this course examines the social impact of technological innovation from antiquity to the present and in diverse world cultures of our time. Readings and discussions lead toward team projects where students identify a problem or opportunity using technology and social change, research the issue, prepare a proposal for a foundation grant, and present the proposal to the class. Students are particularly encouraged to make personal contact with human resources. Students are also invited to publish proposals and presentations at the undergraduate research conference or on a public CORE 401 Web site, or both. Prerequisite: 75 credit hours completed upon course enrollment.

CORE 402 Narratives of Cultural Identity (3.00 cr.)

(Spring, Course Offered Every Year)

Stories help us to understand ourselves, our communities, and our cultures. But who writes these stories, and what power do they hold over our lives? In this course we will examine what happens to a culture when stories come into conflict during times of political dominance of one government or culture over another. Our readings will address different countries or cultural regions in different semesters. Overall the course is designed to investigate three regions or cultures including Latin America, India, the Middle East and various portions of Africa.

CORE 403 Global Questions: Intercultural Communication (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course examines communication from perspectives grounded in four premises: that culture happens through communication; that by understanding culture and how it shapes communication, we come to understand communication better; that intercultural communication can happen visibly as well as invisibly; and that knowing about communication and about culture can (sometimes) make intercultural communication go more smoothly. This course fulfills the CORE-400 requirement. Students will engage in action research or cooperative problem-solving to address one of the global issues they have studied. The project they develop from their study must have impact beyond the Meredith community. Prerequisite: 75 credit hours completed upon course enrollment. Also offered as COM-390.

CORE 404 Global Questions: Needs of Families (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course will analyze the needs of families from a global perspective. Using an interdisciplinary approach, the family will be examined in various cultures. Major trends that affect families worldwide will be applied to other cultures and to families in the United States. Students will use action research and/or cooperative problem solving to address one of the development goals of families. Prerequisite: 75 credit hours completed upon course enrollment.

CORE 405 Crossing Borders: Women Making Changes in a Global Society **(3.00 cr.)**

(Spring, Course Offered Every Year)

Globalization has spurred the way in which changes on one continent or country impact the lives of women everywhere. This course will introduce students to the problems, experiences and activism of women in diverse situations and contexts, and examine the effects and influence of globalization on the lives of women. The emphasis will be on issues of identity (as mothers, consumers, citizens, workers) and organizing for change (economic, political, cultural, and legal). As we explore activism and the obstacles to change within a global context we will reflect on how the local is increasingly shaped by complex and distant cultures.

CORE 406 Social Policy from a Human Rights Perspective **(3.00 cr.)**

(Spring and Alternate Summers, Course Offered Every Year)

What is our responsibility for those who cannot or will not look after themselves? Different societies reflecting their respective ideologies address these issues from a variety of perspectives. This course will examine the ideologies and perspectives that have shaped social welfare policy in the United States and in other societies around the world. Then, using the Universal Declaration of Human Rights (1948) and other international covenants as a lens, the course will examine the resulting social welfare policies and the intentional and unintentional impacts these policies have on vulnerable and oppressed popuations. This course requires 15 hours of service learning activity. Prerequisite: 75 credit hours completed upon course enrollment. Also offered as SWK 302.

CORE 407 Anthropology of Religion **(3.00 cr.)**

(Fall, Course Offered Every Year)

Questions concerning religion have been central to the discipline of anthropology since its inception in the late 19th century. This course looks thematically at the concepts of myth and symbol, the body, ritual, identity, gender, religious practice and practitioners, using a range of anthropological approaches to the study of religion that have been developed and refined over the past hundred years. Prerequisite: One 100-level Religion course; must have 75 credit hours completed to enroll in this course.

CORE 408 Violence, War and Peace **(3.00 cr.)**

(Fall or Spring, Course Offered Every Year)

This course looks at the perennial issues of violence, war, and peace from personal, local, national, and international points of view. We will examine these problems from various perspectives, including those of social sciences, cultural studies, and the humanities. Using a variety of texts, films, fiction, and current affairs readings, we will examine root causes of wars in the past and will examine the possibilities of non-violence and constructive peace-making in the world of today. The course counts towards fulfillment of the requirements in the Religion major and Philosophy and Religion minors. Prerequisite: one 100-level Religion course, or by permission of the instructor.

CORE 409 Global Slavery in Historical Perspectives **(3.00 cr.)**

(Fall, Course Offered Every Year)

This course is designed to explore the global history of slavery and understand the growing role that slavery and "unfree labor" still plays in individual countries and the world economy. Because of its extensive history with institution, the United States' experience with slavery will serve as a reference point for comparing historic and contemporary forms of slavery and "unfree labor." Prerequisite: Must have 75 hours completed before course begins.

Dance

DAN-150 Perspectives in Dance **(1.00 cr.)**

(Fall, Course Offered Every Year)

This course is designed to introduce students to a variety of dance styles, including ballet, modern, jazz, improvisation, and various professions in the performing arts, teaching, and somatic studies. Class material will include lectures, discussions, and movement experiences. Recommended for freshman year.

DAN-151 Ballet I **(1.00–2.00 cr.)**

(Varies, Contact Dept. Head)

A basic study of ballet including its vocabulary, technique, history and performance. Appropriate for beginning-level students.

DAN-152 Folk and Square Dance **(1.00 cr.)**

(Fall, Even-Numbered Years Only)

An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels. Also offered as PED-152.

DAN-153 Modern I **(1.00–2.00 cr.)**

(Varies, Contact Dept. Head)

A basic study of modern dance including warm-up, alignment, technique, history and performance. Appropriate for beginning-level students.

DAN-154 Jazz I **(1.00–2.00 cr.)**

(Varies, Contact Dept. Head)

A basic study of jazz dance including warm-up, isolations, technique and history. Appropriate for beginning-level students.

DAN-155 African Dance **(1.00–2.00 cr.)**

(Varies, Contact Dept. Head)

A basic study of the movement vocabulary and technique of many of the cultural, social, and ritual dances of Africa. The class will be accompanied with traditional African percussion music. Appropriate for beginning-level students.

DAN-156 World Dance Technique **(1.00–2.00 cr.)**

(Varies, Contact Dept. Head)

A basic study of the movement and culture of dance techniques found throughout the world. Techniques studied will include, but not be limited to, Latin, Indian, and Asian dance forms. Each semester course offered will focus on one technique and will be selected by the Dance Program.

DAN-157 Country Line Dance **(1.00 cr.)**

(Varies, Contact Dept. Head)

Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. Also offered as PED-157.

DAN-158 Funk **(1.00–2.00 cr.)**

(Varies, Contact Dept. Head)

This dance course will incorporate popular movement derived from jazz, street, funk, and social dance. Appropriate for beginner through advanced dancers.

DAN-159 Movement Improvisation **(2.00 cr.)**
(Spring, Course Offered Every Year)

An experiential study of the expressiveness of one's own movement vocabulary based on the skill of moving spontaneously.

DAN-200 Dance in Society **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Through a broad survey of different genres of dance, students will gain an appreciation of the way this art form reflects social and historical experiences. The course will include lectures, readings, and opportunities to see dance through video, observations and live performances.

DAN-244 Fundamental Concepts of Dance **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Vocabulary, critical theories, and concepts of dance will be introduced to students through observations, demonstrations, practice, and reflection. The value of movement as a way of learning will be emphasized, as will oral and written communication skills. Students will participate in five observations in a public school setting. Required of all K–6 licensure students.

DAN-250 Movement Fundamentals **(2.00 cr.)**
(Fall, Odd-Numbered Years Only)

An introduction, through readings, writing and movement exploration, to the fundamental, aesthetic and functional elements of human movement. Using prescribed systems of analysis and observation which focus on the use of body, space, effort and time in motion, students will work toward the thorough embodiment and accurate observation of these elements in everyday sports and dance activities. Corequisite courses: DAN-255.

DAN-251 Ballet II **(1.00–2.00 cr.)**
(Varies, Contact Dept. Head)

A low-intermediate level study of ballet technique. Appropriate for post-beginning students. Dance majors and minors may repeat for credit.

DAN-252 Participation in Choreographic Project **(2.00 cr.)**
(Every Third Semester)

This is an opportunity for dance students to gain rehearsal and performance experience by working with choreography students who are enrolled in DAN-356, Dance Composition II. Students will learn, rehearse, and perform in assigned compositional studies. Rehearsal time outside of class will be required. May be taken without prerequisite course with instructor's consent. Prerequisite: DAN-159.

DAN-253 Modern II **(1.00–2.00 cr.)**
(Varies, Contact Dept. Head)

A low-intermediate level study of modern dance technique. Appropriate for post-beginning students. Dance majors and minors may repeat for credit.

DAN-254 Jazz II **(1.00–2.00 cr.)**
(Varies, Contact Dept. Head)

A low-intermediate level study of jazz dance technique. Appropriate for post-beginning students. Dance majors and minors may repeat for credit.

DAN-255 Movement Fundamentals Lab **(1.00 cr.)**
(Fall, Odd-Numbered Years Only)

This course is designed as a corequisite to DAN-250, Movement Fundamentals, and will focus on application of that course material to important aspects of dance movement, performance, choreography and dance education. Students will further develop skills of movement observation and analysis by directly applying information to issues of technical training, movement improvisation, movement invention, as well as problem solving and repatterning. Corequisite courses: DAN 250.

DAN-256 Dance Composition I **(3.00 cr.)**
(Every Third Semester)

An introductory course to the basic elements of solo modern dance choreography, including the use of space, time, energy, abstraction, motif and development, basic form, and the selection of music. May be taken without prerequisite course with instructor's consent. Course offered Spring 2004, Fall 2005. Prerequisites: DAN-159.

DAN-257 Music for Dance **(2.00 cr.)**
(Fall, Even-Numbered Years Only)

A study of the basic principles underlying the relationship between music and dance. Topics covered will include musical notation, musical terminology, basic accompaniment, teacher/accompanist relationships, and relationships between choreography and music. Students enrolling in the course should have rudimentary experience with dance/movement.

DAN-258 Mind/Body Integration **(2.00 cr.)**
(Every Third Semester)

A unique approach to movement and postural re-education through increasing body awareness, breathing techniques, and stress reduction techniques. Students will learn to identify and correct inefficient movement patterns and establish better mechanical balance of their skeletal structure. No prior movement experience needed.

DAN-259 Improvisation II **(2.00 cr.)**
(Fall, Odd-Numbered Years Only)

A course designed to involve further exploration of spontaneous movement. In the process of honing improvisation skills, students will refine their understanding of improvisation as a medium for both performance and for self-understanding. May be taken without prerequisite course with instructor's consent. Prerequisites: DAN-159.

DAN-350 Movement Fundamentals II **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A continuation of the study of fundamental aesthetic and functional elements of human movement with increasing emphasis on the physical principles of movement. Through experiential studio sessions and readings, students will learn skeletal structure, joint and muscle function, and body mechanics as they relate to the performance lab and instruction of dance. Prerequisites: DAN-250, DAN-255.

DAN-351 Ballet III **(1.00–2.00 cr.)**
(Varies, Contact Dept. Head)

An advanced-intermediate level study of ballet technique with focus on the fine tuning of physical and performing skills. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-352 Dance Repertory **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course is designed to provide opportunities for student dancers to work with faculty choreographers in the creation of a performance piece for a dance concert. Emphasis is placed on developing performance skills and engaging in the choreographic process from inception to completion. Instructor's consent required.

DAN-353 Modern III **(1.00–2.00 cr.)**
(Varies, Contact Dept. Head)

An advanced-intermediate level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and range. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-354 Jazz III **(1.00–2.00 cr.)**
(Varies, Contact Dept. Head)

An advanced-intermediate study of jazz dance technique with emphasis on rhythmic phrasing, range and performance skills. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-355 Creative Arts Touring Company **(2.00 cr.)**
(Every Third Semester)

This course is designed to provide the student with opportunities to create, produce, and perform arts education in school settings. The focus is on an integrative experience which might include dance, art, music, and theatre, as well as other curricular subjects. Emphasis is given to an interdisciplinary group process where students learn about basic production and performance skills, and how those skills are used to communicate a chosen educational theme. The course culminates in a performance and is open to all students.

DAN-356 Dance Composition II **(3.00 cr.)**
(Every Third Semester)

The study of modern dance choreography for groups. Using improvisation, assigned movement problems, and viewings of 20th-century modern dance choreography, students will learn the process of crafting the basic elements of choreography into group form. Course offered Spring 2003, Fall 2004. Prerequisites: DAN-256.

DAN-357 Creative Arts Touring Assistantship **(1.00 cr.)**
(Varies, Contact Dept. Head)

This course is designed for students who completed DAN-355 and are interested in directing the creation, performance and production of the Creative Arts Touring Company. Students will become familiar with the necessary skills and equipment necessary to successfully complete an Arts Education performance. Prerequisites: DAN-355 or DAN-456.

DAN-359 Dance History **(3.00 cr.)**
(Every Third Semester)

A survey of the historical development of dance as an art form during the 17th through 20th centuries, with particular emphasis on contemporary dance. Content includes in-depth looks at the artists, their philosophies, and the social context within which they worked. Not recommended for freshmen.

DAN-451 Ballet IV **(1.00–2.00 cr.)**
(Varies, Contact Dept. Head)

An advanced level study of ballet technique with focus on the refinement of physical and performing skill. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-453 Modern IV **(1.00–2.00 cr.)**
(Varies, Contact Dept. Head)

An advanced level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and ranges. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-454 Jazz IV **(1.00–2.00 cr.)**
(Varies, Contact Dept. Head)

An advanced level of study of jazz dance technique with emphasis on rhythmic phrasing, range and performance. Appropriate for upper level students. Dance majors and minors may repeat for credit.

DAN-455 Performing Arts Administration **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

A survey of arts management and administration techniques, including establishing and running a non-profit organization, grant writing, fund raising, publicity and promotion, budgeting and time management.

DAN-456 Meredith Dance Theatre **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A performing company which encourages exploration of the creative process through student choreography, as well as the performance of works by faculty and guest choreographers. Auditions are held the first week of classes. Instructor's consent required.

DAN-457 Pedagogy in Dance Technique **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in teaching. Students will work one-on-one with a dance faculty member on topics that may include, but are not limited to, structure of a class, student/teacher interaction, anatomy of concepts and movements, verbal and visual imagery, conveying technical and qualitative ideas, and group versus individual feedback. Prerequisites: DAN-159, DAN250, DAN-255.

DAN-460 Dance Practicum **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in such areas as somatics, arts administration, video for dance, and others. All course specifications must be approved by the instructor prior to registration.

DAN-462 Dance Practicum—Choreography **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in choreography through casting, creating, rehearsing, and producing a dance to be performed in a formal concert. All course specifications must be approved by the instructor prior to registration.

DAN-463 Dance Practicum—Technical Theatre **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An opportunity for students to gain practical experience in technical theatre for dance by working on a production team as a stage manager, light board operator, sound board operator, or backstage crew for one or more dance concerts. All course specifications must be approved by the instructor prior to registration.

DAN-464 Dance Practicum—Private Studio Teaching **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This practicum is designed as a field teaching experience in private studio teaching. Emphasis is placed on students gaining experience in observing, assisting, teaching, and evaluating teaching skills. Students will also research marketing, communication, advertising, and performance production within their practicum experience. All course specifications must be approved by the instructor prior to registration. Pass/Fail grading only.

DAN-498 Honors Thesis in Dance **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to theories, methods and ethics of aesthetic inquiry. Students will formulate an original research project that will culminate in a research paper and/or performance work. This course is open to seniors who are members of the Honors and/or Teaching Fellows Programs. The project must meet Honors Program thesis requirements as well as the expectations of the dance faculty.

DAN-499 Dance Research (3.00 cr.)
(Fall, Even-Numbered Years Only)

An introduction to theories, methods and ethics of aesthetic inquiry. Students will formulate an original research project that will culminate in a research paper and/or performance work. This course is open to senior majors and minors and others with instructor approval.

DAN-761 Theory & Methods of Teaching Dance, K–6 (3.00 cr.)
(Every Third Semester)

A theoretical study of the development of dance based in creative arts education. Students come to understand the relationship between theory and practice of dance education through observation, reflection, and discussion. Attention is given to the objectives and methods of creative movement as it relates to and enhances the total curriculum. Prerequisites: DAN-159, DAN-250, DAN-255.

DAN-762 Theory & Methods of Teaching Dance, 7–12 (3.00 cr.)
(Every Third Semester)

Emphasis is placed on the synthesis of theory and practice of dance as an aesthetic process integrating critical and creative thinking skills. Content includes writing lesson plans, exploring and experiencing teaching approaches, and examining methods of evaluation. Prerequisites: DAN-252, DAN-253, DAN-761.

DAN-763 Reflective Teaching (1.00–3.00 cr.)
(Every Third Semester)

A course designed to provide the student with directed field experience in teaching dance. Course content includes developing lesson plans, guided teaching experiences, and evaluation. Emphasis is placed on critical reflection about teaching and learning. Prerequisites: DAN761, DAN-762.

Economics

ECO-100 Principles of Macroeconomics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the principles of macroeconomics underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies.

ECO-101 Principles of Microeconomics (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes.

ECO-274 Consumer Economics (3.00 cr.)
(Spring, Course Offered Every Year)

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, retirement and estate planning. No credit given in major for accounting, business, or economics. Also offered as FCS-274.

ECO-300 Intermediate Macroeconomics (3.00 cr.)
(Fall, Course Offered Every Year)

A continuation of study begun in ECO-100, this course proceeds to intermediate level analysis of national income and employment determination, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies to achieve macroeconomic goals of full employment, price stability, economic growth, and balance of payment equilibrium, and international issues. Prerequisite: ECO-100.

ECO-301 Intermediate Microeconomics (3.00 cr.)
(Spring, Course Offered Every Year)

A continuation of study begun in ECO-101, this course proceeds to intermediate-level analysis of markets for goods and services, consumer behavior, price and product choices by business, markets for labor and other resources, and the various ways that the structure of markets affects the welfare of society. Prerequisite: ECO-101.

ECO-324 History of Economic Thought (3.00 cr.)
(Varies, Contact Dept. Head)

A critical analysis of the development of economic ideas and philosophies, their origins and institutional framework, with primary emphasis on the interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisites: ECO-100, ECO-101.

ECO-334 International Economics (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of multinational corporations and common markets. Prerequisites: ECO-101 is a recommended, but not required, prerequisite and ECO-100.

ECO-335 Gender and the Economy (3.00 cr.)
(Spring, Odd-Numbered Years Only)

An examination of the economic consequences of the shift of women into the labor force and the changing roles of men and women. Prerequisites: ECO-101 or WST 200 or Junior/Senior status.

ECO-355 Money and Banking (3.00 cr.)
(Spring, Course Offered Every Year)

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisites: ECO-100, ECO-101.

ECO-356 Public Policy Economics (3.00 cr.)
(Spring, Even-Numbered Years Only)

The microeconomic theory underlying the failure of free markets to maximize society's well-being, and the appropriate means by which governments may improve both efficiency and fairness via provision of public goods and services. Special emphasis is given to topics in environmental and natural resource economics. General topics include current government programs, public goods, externalities, health care, income redistribution, cost-benefit analysis, taxes, and fiscal federalism. Prerequisites: ECO-100 is a recommended, but not required, prerequisite and ECO-101.

ECO-364 Labor Economics (3.00 cr.)
(Fall, Odd-Numbered Years Only)

An analysis of the American labor market with emphasis on an individual's decision to work; the firm's decision on hiring; wage determination; human capital models; labor market discrimination; role of unions; and unemployment. Prerequisite: ECO-101.

ECO-435 Comparative Economic Systems **(3.00 cr.)**
(Varies, Contact Dept. Head)

An analysis of the economic systems of capitalism, socialism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the former U.S.S.R., Great Britain, Japan, China, India, and the European Union countries. Prerequisites: ECO-100, ECO-101.

ECO-498 Honors Thesis in Economics **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination, and analysis of knowledge in economics. The project must meet Honors Program thesis requirements as well as expectations of economics faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

ECO-499 Research in Economics **(1.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination and analysis of knowledge in economics. Open to juniors and seniors with a declared major, minor, or concentration in economics. May be repeated for credit for a maximum of six credit hours.

Education

EDU-232 Foundations of American Education **(3.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

A study of public education from a cultural/historical foundations approach including an understanding of American educational goals. Focus is on current issues in education from multiple perspectives. A small group, semester-long project that involves the development of a plan to improve a public school system is a major focus for this course. In addition, there are other specific observations and group assignments that require a considerable time commitment outside of class. Many of these observations, such as attendance at a local board of education meeting, occur in the evening. Prerequisite: Sophomore standing.

EDU-234 Educational Psychology **(3.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Psychological principles that serve as the basis of effective educational practices are examined. Topics related to human development, individual differences, motivation, and learning theory are researched and applied to elementary, middle, and secondary classroom settings. Weekly observations in local public schools are required outside of regularly scheduled class time. Prerequisite: Sophomore standing.

EDU-241 Introduction to Instructional Media **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Successful teachers are informed and knowledgeable about the use of instructional media in their classroom. This course will introduce students to the challenges of classroom teacher as they determine where and how technology fits into the classroom. Students will learn about a wide variety of media materials. NETS-T and NCDPI standards will be introduced.

EDU-255 Literature for Children and Early Adolescents **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of literature designed for children and early adolescents. Consideration is given to the selection and evaluation of literature for children and the early adolescent. The particular needs of the early childhood, the intermediate teacher, and the middle school teacher will be considered. Field experience in the public schools required.

EDU-299 Introduction to Research in Education **(2.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original research in education. Students will be expected to work approximately three hours per week on the research project for each semester hour of credit. Their work will culminate in a formal written report and/or an oral presentation. A "Research Course Information Form" completed by the student and the faculty mentor is required for registration. Research.

EDU-300 Introduction to the Language Arts **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course will address the research, theory and instructional practices related to teaching the language arts. Emphasis will be given to methods for fostering development in all language processes: speaking, listening, writing and reading. Students will examine process writing in detail and observe/assist in a classroom. The field experience component requires up to 10 hours in a public school setting. Prerequisite: EDU-255.

EDU-345 Language Minorities in Public Schools **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course is an introduction to the field of teaching English as a second language and a comprehensive look at research, policies, and effective practices for students who are from culturally and linguistically diverse backgrounds. The course weaves the theories with the practice of second language education, second language acquisition, cultural diversity, content integration and assessment, literacy development, programs and policies, ESL special education, and home/school connections. Weekly observations in local public schools are required outside of regularly scheduled class time.

EDU-350 Teaching in the Middle School **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of how middle schools, working with other institutions, can best meet the needs of the young adolescents who are experiencing significant developmental changes. Since the onset of these changes and the rate at which they occur vary considerably, there is tremendous pressure on the individual to cope with her changing person. The purpose of this course is to examine effective strategies that can be used to help the student make this difficult transition from elementary to secondary education. Field experiences required.

EDU-358 Social Studies in the Elementary School **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the content, resources, and strategies for the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered.

EDU-359 Science in the Elementary School **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the content, resources, and strategies for the teaching of science in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Admission to the Teacher Education program or permission of the instructor is required.

EDU-400 Reading in the Elementary School **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course will address the research, theory and instructional practices related to the reading process and reading instruction in the elementary school (K-6). The course will emphasize balanced literacy instruction to include phonemic awareness, phonics, fluency, vocabulary and reading comprehension of narrative and expository text. Students will plan and teach lessons designed to meet the needs of all learners. A concurrent practicum offers opportunities to apply concepts and skills learned in this course. Prerequisites: admission to the K–6 licensure program and EDU-300. Co-requistes: EDU-401, EDU-402

EDU-401 Teaching Math in the Elementary School **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Students investigate, evaluate and select content, methods and materials used in teaching and assessing mathematics in the elementary school. A concurrent practicum offers opportunities to apply concepts and skills learned in this course. This course is not required as a corequisite for Licensure students in Teaching English as a Second Language. Prerequisite: admission to the K–6 licensure program and EDU-234. Corequisite courses: EDU 400, EDU-402.

EDU-402 Preservice Practicum **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course is designed to address many practical issues related to teaching. Experiences that illustrate the application of educational theories will be provided. School observations will be required. This course and its corequisites should be taken in the semester immediately preceding block. Prerequisites: EDU-300. Corequisite courses: EDU-400, EDU-401.

EDU-440 Seminar in Education **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the current issues having a direct influence upon educational practice and research. School observations required. Admission to the Teacher Education program is a prerequisite. Block class. Pass/Fail grading only. Corequisite courses: EDU-443, EDU-444, EDU-445 and EDU 490, or EDU-450, EDU-466 and EDU 490, or EDU 450, EDU 466, EDU-467 and EDU-490.

EDU-443 Teaching in the Elementary School **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the nature and structure of the elementary school, including curriculum, organization, teachers' roles and responsibilities, and professionalism. Emphasis is given to the integrated curriculum and developmentally appropriate instructional strategies. Admission to the Teacher Education Program is a prerequisite. Block class. Corequisite courses: EDU-440, EDU-444, EDU-445, and EDU-490.

EDU-444 Arts in the Elementary School **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The purpose of this course is to provide an opportunity for prospective teachers to integrate the fine arts through use of the school as a laboratory setting. College and classroom teachers will model appropriate methodology through demonstration and practice. The student will write, implement, and assess lesson plans that will integrate the arts into the K-6 curriculum. Additional hours of school observations are required. Admission to the Teacher Education program is a prerequisite. Block class. Prerequisites: ART-244 DAN-244 MUS-244 THE-244. Corequisite courses: EDU-440, EDU-443, EDU-445, and EDU-490.

EDU-445 Teaching ESL in the Elementary School **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An overview of the field of teaching ESL, this course focuses specifically on the knowledge, strategies, and resources that teachers need to work with culturally and linguistically diverse K-6 students. Some field experiences are required. Admission to the teacher education program is a prerequisite. Block class. Corequisite courses: EDU-440, EDU443, EDU-444, and EDU-490.

EDU-450 Reading in the Content Areas **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A series of experiences designed for the classroom teacher or for the assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. Block class. Corequisite courses: EDU-440, EDU-466, EDU-490.

EDU-466 Pre-Adolescent & Adolescent Behavior **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An examination of the characteristics, needs, and challenges of preadolescents and adolescents. Connections between personal psychological issues and social/cultural issues will be explored with emphasis on implications for schooling. Block class. Corequisite courses: EDU-440, EDU-450, EDU-490.

EDU-467 The Secondary School **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the secondary school in America. Emphasis is given to issues and forces affecting curricula, legal implications for schooling, classroom management, communication skills and assessment. Block class. Corequisite courses: EDU-440, EDU-450, EDU-466, EDU-490.

EDU-490 Observation and Directed Teaching **(6.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Designed to provide the student internship experience at the appropriate grade level in a school setting: Elementary education: B-K [birth to kindergarten]: public schools' pre-kindergarten and kindergarten classrooms; K-6; Middle grades education: Students at the 6-9 grade levels; Secondary education: Students at the 9-12 grade levels; Special subject area education: Students at the K-12 grade levels; Occupational education: Students at 7-12 grade levels, family and consumer sciences; 9-12 levels, business. Weekly seminars are arranged. Admission to the Teacher Education program is a prerequisite. Internship fee assessed. Block class. Pass/Fail grading only.

EDU-498 Honors Thesis in Education **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjuction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. The project must meet honors program thesis requirements as well as expectations of the education faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

EDU 499 Research in Education **(2.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Open to junior and senior students interested in doing research in education. In conjunction with a faculty member, the student will formulate and execute an original research project that will culminate in a formal written report and an oral presentation. The student will be expected to work approximately three hours per week for each semester hour of credit. A "Research Course

Information Form" completed by the student and the faculty mentor is required for registration. Research. Pre-requisite: EDU 232 or EDU 234 (may be waived at the discretion of the faculty mentor for students not seeking licensure)

EDU-745 Introduction to Methods of ESL **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of the methods for teaching English as a second language in K–12 classrooms. Content includes a focus on teaching the various language skills, on lesson planning and teaching resources, adapting content lessons, and assessment strategies. Admission to the Teacher Education Program is required prior to enrollment. Prerequisites: EDU-345.

English

ENG-090 Review of Writing Fundamentals **(3.00 cr.)**
(Fall, Course Offered Every Year)

A review of the concepts of traditional grammar and punctuation, with ample opportunities to practice proofreading skills, and a refresher course in constructing paragraphs and writing short essays as preparation for freshman composition. Counts as 3 hours credit toward the semester course load and full-time student status but does not count as college credit.

ENG-111 Principles of Writing **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Instruction and practice in writing well-organized compositions with a review of grammar, punctuation, and sentence structure. Students must pass ENG 111 with a C or better in order for it to fulfill the prerequisite requirement for other courses in the department.

ENG-112 Expository Writing **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisite: ENG-111.

ENG-150 Apprenticeship - "Herald" **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An internship in which students acquire skills in journalism and build a portfolio by working on the campus newspaper. Prerequisite: ENG-111.

ENG-155 Tutor Training **(1.00 cr.)**
(Spring, Course Offered Every Year)

This course is designed to prepare prospective tutors for their work in the Learning Center. Enrollment by invitation only. Prospective tutors must be recommended by members of the English Department. Instructor's consent required.

ENG-175 Grammar **(1.00 cr.)**
(Spring, Course Offered Every Year)

Traditional grammar, including a study of elements of sentence structure and applications to proofreading. Required for 6-9 communication skills and 9-12 English licensure students. Prerequisite: ENG-111.

ENG-200 Texts and Contexts **(3.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

An intertextual course in reading and writing that puts foundational works of the English tradition in conversation with other texts from British, American, and world literature. The course emphasizes reading, writing, and research skills, and it is a prerequisite for most other literature courses in the department. Prerequisite: ENG-111.

ENG-202 Development of English Literature **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

From Old English poetry (in translation) to satirical essays, from popular lyrics to essays on women's rights, from Renaissance love poetry to twentieth-century political verse, this course introduces students to the classics of English literature and helps place those works in their social and historical contexts. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG 203 World Literature in the Twentieth Century **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of twentieth century fiction, autobiography, and drama from Africa, Asia, Europe, and South America, emphasizing historical backgrounds of the works. Readings will focus on traditional cultures and conflicts with modernism including major historical issues of colonialism, imperialism, war, revolution, feminism, and technology. When linked with HIS 103 this course fulfills the CORE 200 requirement. This course meets the general education literature requirement. Prerequisite: ENG-111.

ENG-206 Survey of American Literature **(3.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

A study of selected major American writers from the colonial period to the present including many genres: poetry, fiction, drama, essay, history, and biography. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-220 Creative Nonfiction **(3.00 cr.)**
(Fall or Spring, Every Other Year)

This course combines critical reading, informal reflection, and formal writing on a topic of current intellectual or community interest. Prerequisites: ENG-111

ENG-235 Writing of Poetry **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

A course in the writing of poetry. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and criticize. Prerequisite: ENG-111.

ENG-236 Writing of Fiction **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

Narration from the writer's perspective. Includes analysis of contemporary fiction and the writing of fiction. Prerequisite: ENG-111.

ENG-240 Introduction to Film **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of film and how to analyze it, including aesthetic, genre, and auteur approaches. The films will include work from the silent period to the present by both American and European directors. This course does not meet the general education literature requirement. Prerequisite: ENG-111.

ENG-242 Romantic Comedy **(3.00 cr.)**
(Varies, Contact Dept. Head)

A study of drama, fiction, and film, mostly British and American, that have helped to create and sustain this popular twentieth-century tradition. The works will include at least three Shakespeare comedies, one or two Restoration or eighteenth-century comedies, a novel by Jane Austen, plays by Shaw and Wilde, and a contemporary comic novel; and a film a week, chosen to balance movies from the first and the second halves of the sound era. This course meets the general education literature requirement. Prerequisite: ENG-111.

ENG-245 Introduction to Journalism **(3.00 cr.)**
(Fall, Course Offered Every Year)

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers. Prerequisite: ENG-111.

ENG-247 Introduction to Professional Editing **(3.00 cr.)**
(Spring, Course Offered Every Year)

A course in editorial skills for working with a wide range of publications. Stylistic editing, substantive editing, and production editing. Prerequisite: ENG-111.

ENG-250 Document Design **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course offers an introduction to theory and practice of text/image relationships in specific communication contexts. Students will study the ways in which texts and images work together to create meaning in various written and electronic documents, and they will design print and electronic documents. This course aims to prepare professional communications minors to contribute to communication projects and teams in the workplace.

ENG-270 Literary Research/Critical Theory **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to the research tools in English studies and a practicum in research methods including finding sources, recognizing different critical approaches, creating an annotated bibliography, and introducing quoted or paraphrased material correctly. Prerequisite: ENG-200.

ENG-280 Special Topics in Professional Writing **(3.00 cr.)**
(Course Offered As Needed)

This course draws upon the specialized expertise of the instructor and focuses upon one type of writing used in professional settings. Topics include public relations, business, research, and promotional writing. Students will study strategies and contexts for the selected topic and generate original writing projects and presentations. Prerequisites: ENG-111. This course may be taken more than once under rotating topics.

ENG-330 African-American Writers **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A survey of African-American literature from slave narratives to recent works of fiction, non-fiction, poetry, and drama. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-335 20th Century World Literature in Translation **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

A study of 20th-century literature from Europe, Africa, Asia, and South America, including novels, short stories, autobiography, and drama. Readings will show perspectives of different cultures and a variety of artistic modes. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-340 Development of the British Novel **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

A study of the development of the British novel from its origins to the beginning of the 20th century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Eliot, Hardy, and others. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-345 Irish Renaissance **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A study of the Irish Literary Revival focusing on works by Lady Gregory, W.B. Yeats, J.M. Synge, James Joyce, and others. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-350 Modern Drama **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of modern theatre from 1875 to the present, this course will look at the development of drama through playwrights and their works. Beginning with Ibsen, Strindberg, Chekhov, and Shaw, the class will explore important twentieth century plays and conclude with contemporary drama. Work will include substantial reading and writing, with viewing and reviewing of performances. Also offered as THE-350. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-351 Old English **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of Old English language and a reading of a history of the English language. Readings of selected prose and poetry in Old English. Prerequisite: ENG-200.

ENG-352 Chaucer **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of etymology of English words and supplementary reading in background material. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-355 Shakespeare **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of selected English history plays and early comedies. Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-356 Shakespeare **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of selected tragedies, late comedies, and romances. Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-357 Seminar in 17th Century Poetry **(3.00 cr.)**
(Varies, Contact Dept. Head)

A study of verse by major figures of the British Renaissance besides Shakespeare: Jonson, Donne, Herbert, Marvell, and particularly Milton. This course meets the general education literature requirement. Prerequisite: ENG-200, ENG-270.

ENG-358 Professional Writing **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A sequence of writing assignments designed to provide experience in writing for different audiences and in different formats, including a proposal, an academic paper, a review, a how-to piece, and an opinion piece. A brief review of grammar and proofreading. Prerequisite: ENG-111.

ENG-359 Seminar in American Women Writers **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of fiction, poetry, biography, drama, and criticism in which American women have explored their own lives and the culture which shaped them. Students of art, history, sociology, psychology, and religion have been welcome and successful members of this class. The seminar offers opportunity for personal expression and independent research. This course meets the general education literature requirement. Prerequisites: ENG-200, ENG-270.

ENG-360 Seminar in Southern Writers **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

A study of fiction, poetry, drama, essays, and autobiographies by Southern American writers. Topics include artistic structures and genre, issues of family and social institutions, religious and philosophical differences, and treatments of the land. Students of several disciplines have been successful and valued members of the seminar. The seminar format offers opportunity for personal expression and independent research. This course meets the general education literature requirement. Prerequisites: ENG-200, ENG-270.

ENG-364 20th Century Poetry in English **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A study of 20th-century poetry in the English language, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-365 English Poetry of the Romantic Period **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic period. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-367 English Literature of the Victorian Period **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

A study of Victorian poetry and prose [fiction and non-fiction], with attention to the works of both men and women of the period. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-368 English Literature of the 18th Century **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-370 20th Century Prose Through 1945 **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

A study of fiction, non-fiction, and drama by British and American writers from 1900-1945. Works are chosen to illustrate schools, trends, and the range of prose from the first half of the century. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-371 20th Century Prose After 1945 **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

A study of fiction, non-fiction, and drama by British and American writers along with works in English by contemporaries from around the globe. Works are chosen to illustrate schools, trends, and the range of prose after 1945. This course meets the general education literature requirement. Prerequisite: ENG-200.

ENG-495 Seminar in European Literature **(3.00 cr.)**
(Spring, Course Offered Every Year)

Representative epics, dramas, and novels of continental literature studied in relation to English literature. This course meets the general education literature requirement. Prerequisites: ENG-200, ENG-270.

ENG-498 Honors Research Project **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Under the supervision of a faculty member, a student will investigate the critical response to a literary work, come to her own conclusions about the pattern of response to it, and enter the critical debate, giving and defending her own interpretation. Projects will culminate in a research paper and an oral presentation. Prerequisites: ENG-200, ENG-270.

ENG-499 Research Project **(1.00–3.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Under the direction of a faculty member, a student will investigate the critical response to a literary work and come to her own conclusions about the pattern of response to it. In projects of more than one hour, she will enter the critical debate, giving and defending her interpretation. All projects will culminate in a research paper. Projects of more than one hour will also be presented orally. Prerequisites: ENG-200, ENG-270.

ENG-505 Study of Linguistics **(3.00 cr.)**
(Fall, Course Offered Every Year)

An exploration of the systematic nature of language, looking at the systems of phonology, morphology, syntax and semantics in English, and how these systems have changed over time. Attention will be given to the application of linguistic constructs in machine translation, artificial intelligence, sign language, and learning a second language.

ENG-764 The Teaching of English **(2.00 cr.)**
(Spring, Course Offered Every Year)

A pre-professional course aimed at identifying the goals of English teachers and exploring different methods of reaching these goals. The student will begin building a file of teaching materials, including lesson plans, unit plans, and a plan for a year.

ENG-765 Practicum in Teaching English **(1.00 cr.)**
(Fall, Course Offered Every Year)

A lab in which students will teach sample lessons, videotape lessons, and critique their own performance and that of their peers.

Environmental Studies

ENS-498 Honors Thesis: Environmental Studies **(3.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

This is a research and seminar course in which junior or senior level students who are members of the Honors and/or Teaching Fellows Programs conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form. The project must meet Honors Program thesis requirements as well as expectations of the environmental studies faculty. A research proposal form completed by the student, faculty mentor and Honors Program Director is required for registration.

ENS-499 Research in Environmental Studies **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Senior research is a research and seminar course in which junior and senior level students conduct original laboratory, field, or library based research. Students are required to present their research orally and in written form.

Ethics and the Public Interest

EPI-499 Research in Ethics and Public Interest (3.00 cr.)
(Fall, Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will pursue original research in the area of ethics broadly construed [theoretical or applied] and/or specific policy issues from an ethical perspective. The research project will culminate in a paper and a presentation, if appropriate. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior students in the Ethics and Public Interest minor who have completed REL/PHI-220, POL-203, and six credits of electives in the minor.

Exercise and Sports Sciences

ESS-200 Foundations Physical Education, Sport and Fitness (3.00 cr.)
(Spring, Course Offered Every Year)

An overview of the field of physical education, sport and fitness with emphasis placed on historical, and socio-psychological foundations and their implications on today's society. The course includes the study of subdisciplines in the field, career opportunities and future directions. Issues and ethical concerns are introduced.

ESS-220 Principles of Strength Train & Conditioning (2.00 cr.)
(Fall, Course Offered Every Year)

This course is designed to provide practical application of fitness, wellness and conditioning concepts. The course provides a comprehensive, comparative overview of the physiological responses and adaptations of resistive training and aerobic and anaerobic exercise. A comprehensive study of training theory and methodologies is included.

ESS-255 Lifespan Motor Development (3.00 cr.)
(Spring, Course Offered Every Year)

This course will examine the acquisition, maintenance, and decline of fine and gross motor skills across the lifetime. Students will learn how to assess motor skills acquisition and produce developmentally appropriate movement experiences for children, youth, and adults to facilitate motor development. A 10-hour field experience is required.

ESS-300 Issues/Management: Sport & Physical Education (3.00 cr.)
(Fall, Odd-Numbered Years Only)

The study of the organization and administration of physical education, sport and fitness programs with emphasis on facility and personnel management as it relates to curricular, financial, physical, social, legal, and medical issues.

ESS-310 Exercise Leadership (3.00 cr.)
(Spring, Course Offered Every Year)

This course is designed to prepare the student through active participation to develop practical knowledge and skills necessary to instruct group fitness programs. Students will learn teaching methodologies for the following types of training: basic aerobics and step aerobics, circuits, stability ball, medicine ball, tubes and bands, light free weights, flexibility, and floor exercise.

ESS-320 Assessment in Physical Education, Sport and Fitness (3.00 cr.)
(Fall, Odd-Numbered Years Only)

This course provides current assessment procedures in physical education, sport and fitness; a survey of tests and the study of measurement and evaluation in the discipline. Emphasis on selection, administration, and critique of appropriate measures of content and skill performance. Use of research design, statistics and application of technology in assessment will be included.

ESS-350 Topics in Exercise and Sport Science (3.00 cr.)
(Spring, Odd-Numbered Years Only)

The study of topics in the discipline of exercise and sport science as determined by faculty expertise and student interest. Possible topics to be offered are: psychology of movement, sociology of sport, movement and aging, and principles and theories of coaching. A description of the selected topic will be included in the registration schedule. May be taken for course credit more than once with different topic. Course prerequisites will be listed as appropriate. Course open to juniors and seniors only.

ESS-451 Practicum: Exercise/Sports Science (3.00–6.00 cr.)
(Spring, Course Offered Every Year)

A supervised field experience in a fitness, sport, or wellness-related agency. Students will meet regularly with a college supervisor to integrate exercise and sports science knowledge with their practicum experiences. Students should make arrangements with their professors the semester prior to taking the practicum. This course is limited to senior majors. Prerequisites: ESS-485, ESS-486.

ESS-460 Senior Seminar (2.00 cr.)
(Spring, Course Offered Every Year)

This course provides a culminating experience for students and builds upon the foundations of the Exercise and Sport Science curriculum in giving a greater understanding of practical experience during the field experience semester. The seminar format will assist students in summarizing and reflecting on experiences learned and demonstrated through their program of study. Each student will prepare and present a professional portfolio to the department as an exit requirement. Course limited to seniors.

ESS-475 Motor Learning & Skills Performance (3.00 cr.)
(Fall, Even-Numbered Years Only)

This course is designed to provide an examination of factors that affect the acquisition and performance of motor skills. Emphasis is placed on the integration of the theoretical knowledge with mechanical, environmental, and neuromuscular factors that influence the learning and performance of motor skills. Significant laboratory experiences included.

ESS-482 Kinesiology (3.00 cr.)
(Fall, Even-Numbered Years Only)

A study of the neuromuscular and mechanical principles of movement. This course examines the way bones and muscles work in all types of dance and sport-related activities. Content also includes understanding muscular imbalances, physiological support systems, body types, movement behavior, and movement efficiency. Prerequisites: BIO-322, BIO-342.

ESS-485 Exercise Physiology (3.00 cr.)
(Spring, Course Offered Every Year)

A course designed to examine the body's response and adaptation to exercise and sport and the implication of these changes for physical education and fitness programs. The course includes muscular adaptation, energy systems, and the effects of environmental factors, diet, gender, and the methods of physical training. Prerequisites: BIO-322, BIO 342. Corequisite courses: ESS-487.

ESS-486 Exercise Prescription (3.00 cr.)
(Fall, Odd-Numbered Years Only)

This course will provide an introduction to the physiological basis of health and fitness assessments, methods of assessment, and exercise prescription plans required to bring about changes in the health and fitness of both healthy individuals as well as those requiring accommodation for special needs or medical conditions. Course content will also include the business management aspects of a career in fitness program development. Prerequisites: BIO-322, BIO-342.

ESS-487 Exercise Physiology Lab (1.00 cr.)
(Spring, Course Offered Every Year)

A laboratory course examining the foundations of the human energy systems and their relation to disease and exercise. Emphasis on physiological testing and muscular activity, with special attention to the effects of exercise stress on physiological processes within the body. Prerequisites: BIO-322, BIO-342. Corequisite courses: ESS-485.

ESS-499 Introduction to Research in ESS (3.00 cr.)
(Fall, Course Offered Every Year)

This course introduces the design and application of research methodologies in exercise and sport science. The student will formulate an original research project that will culminate in a research paper and presentation. Open to senior majors and minors; others with instructor approval. Prerequisites: ESS-320.

ESS-742 Methods of Healthful Living Ed (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

Study of the role health and physical education plays in child development, school curriculum, and society. Prospective teachers will learn basic knowledge, skills, and dispositions in the fields of health and physical education to allow them to prepare developmentally appropriate lessons using the Healthful Living Curriculum. Course includes observations and teaching experiences in a school setting during school hours.

ESS-743 Teaching Physical Education in the Elementary School: PE Majors (3.00 cr.)
(Fall, Odd-Numbered Years Only)

A course designed to offer prospective physical education teachers with experience in instructional methodology appropriate at the elementary level. Emphasis is placed on the synthesis of theory and practice in physical education at the elementary level and understanding the role of physical education in the development of children. Emphasis on the "movement approach" to learning motor skills, creative dance, rhythms, stunts and tumbling, movement games, and physical fitness activities is provided. Content includes curriculum design, planning and implementing units and lessons, teaching approaches, assessment and evaluation appropriate at the elementary school level. Extensive field experiences are required.

ESS-744 Methods for Teaching Team, Individual and Recreational Sports (2.00 cr.)
(Fall, Even-Numbered Years Only)

An introduction to the teaching of physical education activities in grades 6-12. This course focuses on the nature and scope of teaching physical education activity across the broad spectrum of individual, dual, team, and recreational activity. This course includes opportunities for planning and implementing effective teaching methodologies. Emphasis will be given to developing and teaching in a skills-based curriculum that focuses on developmentally appropriate progressions, management, and authentic skills assessment.

ESS-745 Teaching Healthful Living in the Middle & Secondary Schools (4.00 cr.)
(Fall, Even-Numbered Years Only)

A course designed to offer prospective physical education teachers with experiences in instructional methodology appropriate to middle and secondary school teaching. Emphasis is placed on the synthesis of theory and practice in health and physical education. Content includes curriculum design, planning and implementing units and lessons, teaching approaches, and methods of motivation, management, assessment, evaluation, and computer technology. Includes field experience at the middle and secondary levels.

ESS-746 Teaching Physical Education Special Needs K–12 (3.00 cr.)
(Fall, Even-Numbered Years Only)

This course provides students with experiences in teaching and examining policies, practices, principles, instructional methodologies, and programs related to meeting the physical education needs of special populations. Includes field experiences.

Family and Consumer Sciences

FCS-274 Consumer Economics (3.00 cr.)
(Spring, Course Offered Every Year)

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, retirement and estate planning. No credit given in major for accounting, business, or economics. Also offered as ECO-274.

FCS-290 Foundations in Family and Consumer Sciences (1.00 cr.)
(Fall, Spring, Course Offered Every Year)

Historical and theoretical perspectives, and current trends in various disciplines in Human Environmental Sciences are explored. Students will be provided with the foundation to apply human systems theory and life course development to their area of specialization in Child Development, Family and Consumer Sciences, Fashion Merchandising and Design, Foods and Nutrition, and Interior Design.

FCS-299 Introduction to Research in Family & Consumer Science (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and problems in Family and Consumer Sciences. This course will provide an introduction to the methods and techniques of the discipline. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required.

FCS-325 Supervised Work Experience in FCS (1.00 –4.00 cr.)
(Summer, Course Offered Every Year)

Provides a guided internship experience as required for North Carolina Family and Consumer Sciences Teaching Licensure. The internship is secured by the student in a family and consumer sciences-related field, and is conducted in cooperation with an approved internship sponsor. For each credit hour, the student completes 100 hours of the supervised work experience. Pass/Fail grading only.

FCS-355 Family Resource Management (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

The use of human resources to promote individual and family development. Emphasis on family life management skills from a woman's perspective.

FCS-424 Professional Perspectives in FCS (3.00 cr.)
(Fall, Course Offered Odd Years)

Investigation of historic development, interdisciplinary nature, integrative approach, and ethical perspectives of Family and Consumer Sciences field of study; introduction to professional opportunities within business, education, research, and service agencies; formulation of individual career plan. This course is ethics intensive. 3 credit hours.

FCS-425 FCS Practicum **(3.00 cr.)**
(Spring, Course Offered Even Years)

Provides a culminating experience for Family & Consumer Sciences majors seeking careers in business and community services. The internship is selected by the student through career analysis, and is conducted in cooperation with an approved internship sponsor. The student must work 150 hours total over the course of the semester in an approved site. Prerequisite: FCS-424.

FCS-498 Honors Thesis in Family & Consumer Science **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the family and consumer sciences faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

FCS-499 Research in Family & Consumer Science **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research or creative project exploring topics and problems in Family and Consumer Sciences. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for credit for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: FCS-355.

FCS-764 Methods of Teaching Family & Consumer Science **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of planning, implementing, and evaluating family and consumer sciences programs. Emphasis on identifying needs of learners, writing objectives, planning lessons, using a variety of teaching/learning strategies, and assessing effectiveness. Required for secondary family and consumer sciences licensure students and foods and nutrition majors.

FCS-765 Family & Consumer Science Education **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

A survey of the curriculum for secondary family and consumer sciences education. Includes a program philosophy, organization, needs assessment, advisory committees, curriculum development, vocational student organizations [FCCLA], and legislation. Includes field experience. Required of secondary family and consumer sciences education majors.

Fashion Merchandising and Design

FMD-114 Apparel Merchandising **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle.

FMD-115 Principles of Clothing Construction **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The practical application of basic construction techniques including pattern alterations and analysis of quality construction in ready-to-wear. Two lectures and four hours of laboratory each week.

FMD-212 Visual Merchandising **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of promotional techniques used in successful retail operations. Emphasis is placed on merchandise display, fashion show production, and floor space layout.

FMD-213 Clothing and Society **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The study of the social and psychological aspects of clothing in our society today. The meaning of clothes in specific social situations, cultural contexts of dress, clothing as a form of nonverbal communications, and individual thought processes about clothing and appearance are studied.

FMD-226 Tailoring **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. One lecture and five hours of laboratory each week. Prerequisites: FMD-115.

FMD-244 Retail Merchandising **(4.00 cr.)**
(Spring, Course Offered Every Year)

A study of retail operations including store management, buying procedures, retail organization, and merchandising mathematics. Includes laboratory application of retail functions.

FMD-299 Introduction to Research in FMD **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating issue and problems in Clothing and Fashion Merchandising. This course will provide an introduction to the methods and techniques of the discipline. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: FMD-214.

FMD-315 History of Costume **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period [2700 B.C.] to the 20th century. Also offered as ART-315.

FMD-318 Apparel Design Development **(2.00 cr.)**
(Spring, Course Offered Every Year)

The application of technical, creative, and analytical skills in developing seasonal apparel lines. Emphasis will be placed on targeting market identification, selecting fabric and trimmings in relation to price determination, developing operation sheets, and budgeting seasonal collections. Prerequisites: FMD-114, FMD-115.

FMD-418 Textiles **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles.

FMD-425 Draping **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A study of the principles of apparel design using the draping method. Emphasis on fit, design, appropriateness, and construction techniques. May be taken without prerequisite courses with permission of the instructor. Also offered as ART-415. Prerequisites: FMD-115, and FMD-427 or ART-427.

FMD-427 Apparel Design **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Also offered as ART-427. Prerequisites: FMD-115.

FMD-428 CAD Apparel Design **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

Applications of apparel design techniques utilizing the computer to facilitate the design process. Emphasis will be placed on original designs, patterns, grading, and markers. Students must have computer experience. Prerequisites: FMD-115, and FMD-427 or ART-427.

FMD-442 Retail Buying **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course applies retail strategy and merchandising principles to the day-to-day activities and responsibilities of a retail buyer. Emphasis on customer identification, sales forecasting, merchandise budgeting, assortment planning, merchandise procurement, and vendor analysis. Prerequisites: FMD-244.

FMD-443 Special Problems in Retailing **(2.00 cr.)**
(Spring, Course Offered Every Year)

An in-depth study of problems which retailers are currently facing. Business environments are simulated for students to analyze, evaluate, and select alternative solutions which would best suit each firm studied. Recommendations will be submitted in the form of oral and written reports. Prerequisites: FMD-244.

FMD-495 Senior Project **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Senior design students will prepare and install an exhibition of their work or produce a fashion show featuring their own designs. Students are responsible for all aspects of their project including the promotion of the show or exhibit, labeling of items, securing models and/or dress forms, staging or set up, and hospitality arrangements. Either option should include at least ten complete, original outfit designs.

FMD-498 Honors Thesis in FMD **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the clothing and fashion merchandising faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

FMD-499 Research in Fashion Merchandising & Design **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research or creative project exploring issues and problems in Fashion Merchandising and Design. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for credit for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: FMD-114, FMD-244.

First Year Experience

FYE-100 First Year Experience **(1.00 cr)**
(Fall, Course Offered Every Year)

The First Year Experience class is designed to facilitate a successful transition for women entering higher education. Emphasis will be placed on academic success, personal growth and self-management, campus/community resources and involvement, and ethical citizenship and diversity through interaction among students, faculty, staff and the community.

Foods and Nutrition

FN-124 Principles of Food **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The scientific principles of food selection and preparation. Two lectures and four hours of laboratory each week. Lab fee: $25.00

FN-227 Introductory Nutrition **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Basic principles of human nutrition with emphasis on nutrients, factors which affect their utilization in the human body, and the significance of application in diets for individuals and groups.

FN-250 Perspectives in Nutrition **(2.00 cr.)**
(Spring, Course Offered Every Year)

A holistic view of varying perspectives in nutrition and foods. Current and timely issues relating to hunger, food science, nutrition, policy issues and the food industry will be discussed in relation to local and global perspectives. Students will be given the opportunity to contemplate the vast potential for integration of nutrition into daily life and debate differing perspectives. Prerequisite: FN-227.

FN-260 Nutrition in Diverse Populations **(3.00 cr.)**
(Fall, Course Offered Every Year)

Principles of human nutrition applied to meet the health and nutrition needs at different stages of the life cycle. Role of culture, ethnicity and religion on food selection, dietary intake, and nutrition and health status. Government and community resources providing food and nutrition assistance will be discussed. Prerequisite: FN-227.

FN-299 Introduction to Research-Foods & Nutrition **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and problems in Foods and Nutrition. This course will provide an introduction to the research methods and techniques of the discipline. The research experience will culminate in a paper and presentation. Open to freshmen and sophomore majors in the Department of Human Environmental Sciences and others by permission of the instructor. May be repeated for up to a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisite: FN-227.

FN-310 Food Service Management Systems I **(3.00 cr.)**
(Fall, Course Offered Every Year)

Introduction to the use of food quality management in food service systems, including the application of quantity food production principles, with an emphasis on quality quantity food production, menu planning, food service equipment use, and facility design. Prerequisite: FN-124. Corequisite courses: FN-311, FN-312.

FN-311 Food Service Management Systems Lab for FN (1.00 cr.)
(Fall, Course Offered Every Year)

Laboratory experiments designed to apply food service production and management skills in quantity food settings. This course is designated for Food and Nutrition majors to supplement work in FN-310. Three laboratory hours per week. Lab fee: $25.00
Prerequisites: FN-124. Corequisite courses: FN-310.

FN-312 Food Service Management Systems Lab for FCS (1.00 cr.)
(Fall, Course Offered Every Year)

Laboratory experiments designed to apply food service production and management skills in conventional and industrial settings. This course is designated for Family and Consumer Science majors to supplement work in FN-310. Three laboratory hours per week. Lab fee: $25.00
Prerequisites: FN 124. Corequisite courses: FN-310.

FN-320 Food Service Management Systems II (4.00 cr.)
(Spring, Even Years)

Applied investigation into the use of management resources in food service systems, fundamental management processes, concepts and principles to improve decision making and problem solving. Consideration of purchasing procedures, storage, methods of cost control, personnel, safety, and nutrition quality in food decisions. Laboratory experiences are required. Prerequisites: FN-124, FN-310, ACC-230, and FN-311 or FN-312.

FN-330 Experimental Food Science (3.00 cr.)
(Fall, Even Years)

A study of the scientific principles underlying the composition of current food products, and the development of new or improved food products. Special emphasis on physical or sensory evaluation. Lab fee: $25.00
Prerequisites: FN-124, FN-227, BIO-101, BIO-141.

FN-340 Nutrition Biochemistry & Metabolism (4.00 cr.)
(Spring, Course Offered Every Year)

A study of the essential macro- and micronutrients, related compounds, and phytochemicals in the diet of humans, their interrelationships, metabolism at the cellular level, and relationship to health. Research methods and study design in nutrition. Prerequisites: FN227, CHE-221, CHE-241, BIO-251.

FN-440 Medical Nutritional Assessment,
Therapy & Counseling I (4.00 cr.)
(Fall, Course Offered Every Year)

An integration of the biochemical and physiological processes in development and support of specific medical conditions with emphases on assessment and the process of developing appropriate medical nutritional therapies and appropriate nutritional counseling of individuals and groups. This is the first of a two-course sequence. Prerequisites: CHE221 CHE-241 FN-227, FN-340. Corequisite courses: BIO-322, BIO-342 or BIO-323, BIO-343.

FN-450 Medical Nutritional Assessment,
Therapy & Counseling II (4.00 cr.)
(Spring, Course Offered Every Year)

The purpose of this course is to provide a culminating comprehensive study of the medical nutritional care process. Application of biological, physiological, and chemical parameters influencing specific medical conditions will be used in the study of nutritional etiology and support for disease processes. Assessment, development of appropriate scientifically-based medical nutritional therapy, and interviewing and counseling of the individual or group will be incorporated in the focus of the course. Case studies and hands-on learning experiences in anthropometric assessment specific to the medical nutritional intervention will be used for students to demonstrate attainment of competencies related to this course. The various roles of the medical nutritional team, nutritional, medical, pharmacological and nursing disciplines, will be considered in light of providing medical nutritional therapy for the individual or group. Prerequisites: FN-440.

FN-480 Colloquium in Nutrition (1.00 cr.)
(Spring, Course Offered Every Year)

Through selected readings and small group discussions, students will explore and critically analyze major concepts and developments in the field and enhance their awareness of the role of nutritionists in society. Students will complete, present and discuss her work and accomplishments in the major and the field in the form of a digital portfolio at the end of the course.

FN-498 Honors Thesis in Foods & Nutrition (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the foods and nutrition faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

FN-499 Research in Foods & Nutrition (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research project exploring topics and problems in Foods and Nutrition. The research experience will culminate in a paper and presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for up to a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: FN-227, 8 credits from CHE, 7 credits from BIO.

Foreign Language

FL-121 Awareness of Language (3.00 cr)
(Varies, Contact Dept. Head)

The course is specifically designed not to target any one language but to offer a practical introduction to the linguistic framework common to all languages. It introduces basic linguistic terms and concepts relating to the structures, meanings, sounds, and appropriateness of words and sentences in natural language. Also, it develops skills and strategies for successful foreign language acquisition both within and outside the classroom. This course does not satisfy the Foreign Language Competency Requirement. Course will be offered as needed. No prerequisites.

FL-764 The Teaching of a Foreign Language (4.00 cr.)
(Fall, Course Offered Every Year)

A pre-professional course aimed at identifying the goals of foreign language teachers and exploring different methods of reaching these goals. The student will begin building a file of teaching materials, including lesson plans, unit plans, and a plan for an academic year. Required for all students seeking licensure in a foreign language. Student must be admitted to the School fo Education before enrolling in this course. May not be counted toward a major. Instructor's consent required.

French

FRE-101 Elementary French Conversation I **(3.00 cr.)**
(Fall, Course Offered Every Year)

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who do not qualify for FRE-103. Independent language laboratory work required each week.

FRE-102 Elementary French Conversation II **(3.00 cr.)**
(Spring, Course Offered Every Year)

A review and continuation of FRE-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work is required each week.

FRE-103 Structural French **(3.00 cr.)**
(Fall, Course Offered Every Year)

A thorough and accelerated review of first-year French for students who had two years of high school French, but who do not qualify for FRE-205. Independent language laboratory work required each week. May not be taken following FRE-101 or FRE-102

FRE-205 Intermediate French I **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A review and continuation of FRE-102 or FRE-103, and gradual introduction of graded readings. Independent language laboratory work required each week. Prerequisites: FRE-102 or FRE-103.

FRE-206 Intermediate French II **(3.00 cr.)**
(Varies, Contact Dept. Head)

A continuation of FRE-205. Emphasis on the reading and discussion in French of texts of moderate difficulty. Independent language laboratory work required each week. Prerequisites: FRE-205.

FRE-207 Intermediate Conversation in French **(3.00 cr.)**
(Varies, Contact Dept. Head)

An intermediate-level course designed for students who have completed FRE205 and FRE206 (or equivalent), FRE207 aims to increase the student's oral proficiency in French through review, practice, and diverse stimuli for conversation. Content includes structured review of the primary verb tenses and of principal grammar points. Daily discussions and conversation. Regular reading of magazine and newspaper articles. Viewing of feature films. Occasional short essays and informal writing. The course is conducted in French. Weekly language laboratory work required. May be repeated for credit through an approved program of study abroad. Course offered as needed. Prerequisites: FRE 205 (Intermediate French I) and FRE 206 (Intermediate French II), or equivalent. Co-requisites: None.

FRE-299 Introduction to Research in French **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an intermediate level of complexity. In her project, the student will investigate an aspect of French language or Francophone literature, culture or civilization of personal interest and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and the faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from FRE at Level 200 or above.

FRE-300 Life and Study Abroad **(1.00–3.00 cr.)**
(Varies, Contact Dept. Head)

Intensive study and homestay in France. Credit awarded according to departmental guidelines. Permission of department required for enrollment. Pass/Fail grading only.

FRE-301 Business French **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

A survey of the vocabulary and principles of the French business world with special attention to the development of practical communication skills. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-302 Topics in Language and Culture **(1.00–3.00 cr.)**
(Varies, Contact Dept. Head)

Offered only in connection with the department's programs of study in France or a francophone country. Since instruction is in French, the course carries as a prerequisite the completion of second-year French. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Instructor's consent required. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-304 French Civilization **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

A survey of the political and cultural history of France, including its contributions to Western culture in the fields of art, religion and music. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-305 French Phonetics and Phonology **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all French majors and minors. One hour of non-credit language laboratory required each week. May be taken without prerequisite courses with permission of instructor. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-306 Advanced Grammar, Composition, Linguistics **(3.00 cr.)**
(Varies, Contact Dept. Head)

Study of complex grammar structures designed to improve students' writing skills. Required of all French majors and minors. One hour of non-credit language laboratory required each week. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-307 Advanced Conversation **(3.00 cr.)**
(Varies, Contact Dept. Head)

Focuses on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary French. Required of French majors. Open to juniors and seniors or to other students with permission from the instructor. May be taken without prerequisite courses with permission from the instructor. Prerequisites: FRE-305, FRE306 or equivalent.

FRE-308 Francophone Literature **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

Introduction to a variety of texts from the French-speaking world. Students will learn practical strategies for reading and analyzing a variety of literary genres in various media [text, film, music, art]. Recommended as an introductory literature course. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-309 French Women Writers **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

Introduction to a broad range of female authors from the Middle Ages to the present, expanding the students' understanding of how writing is shaped by gender, history and society. Students will learn practical strategies for reading and analyzing a variety of genres. Recommended as an introductory literature course. Prerequisites: FRE-205, FRE-206 or equivalent.

FRE-350 French Seminar **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A weekly seminar [80 minutes per week] designed to perfect a student's aural/oral skills in French. Aspects of the culture, civilization, and literature of French-speaking countries will be discussed. Will include films, workshops, field trips, and other activities. May be taken without the prerequisite courses with permission of the instructor. Two semesters are required of French majors; may be taken up to four times for credit. Pass/Fail grading may be elected by the non-major. Prerequisites: Take either FRE-205 and FRE-206 or FRE-305 and FRE-306 or equivalent.

FRE-364 Topics in French Literature I **(3.00 cr.)**
(Varies, Contact Dept. Head)

Selected readings in French literature from the Middle Ages to the French Revolution with some emphasis on culture and civilization. The course has a different theme each time it is offered. May be taken without the prerequisite courses with permission of the instructor. Prerequisites: FRE-305, FRE-306 or equivalent.

FRE-365 Topics in French Literature II **(3.00 cr.)**
(Varies, Contact Dept. Head)

Selected readings in French literature from the French Revolution to the present with some emphasis on culture and civilization. The course has a different theme each time it is offered. May be repeated for credit. May be taken without prerequisite courses with permission of the instructor. Prerequisites: FRE-305, FRE-306 or equivalent.

FRE-498 Honors Thesis in French **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the honors student investigates an aspect of French language or Francophone literature, culture or civilization of personal interest and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Weekly meetings. It is expected that the honors student will spend at least ten hours per week on her thesis. Fulfills honors thesis requirement. Research performed in connection with study abroad is strongly encouraged. Prerequisites: 15 credits from FRE at Level 300 or above.

FRE-499 Junior & Senior Research in French **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an advanced level of complexity. In her project, the student will investigate an aspect of French language or Francophone literature, culture or civilization of personal interest, and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 12 credits from FRE at Level 300 or above.

Geoscience

GEO-200 Earth Science **(3.00 cr.)**
(Fall, Spring and Summer, Course Offered Every Year)

An introduction to the atmospheric, hydrologic, and geologic processes by which the physical environment of our planet is continuously reshaped and reformed. With corequisite lab counts as a laboratory science for general education requirements. Corequisite courses: GEO-240.

GEO-203 Geographic Information System (GIS) **3 hours**
(Fall, Course Offered Every Year)

This course provides students with the experience of finding and analyzing a variety of geographically referenced data, and then presenting them in graphical and statistical formats in order to answer research questions from everyday life. This process will include spatial reasoning, problem definition, and appropriate applications for planning and decision-making. Prerequisite: None

GEO-205 World Regional Geography **(3.00 cr.)**
(Spring, Course Offered Every Year)

A systematic survey of major world regions with emphasis on climates, land forms, resources and economics. Also includes discussions on political ties, and position in world trade. Counts as a social science elective for general education requirements.

GEO-206 Meteorology **(3.00 cr.)**
(Spring, Course Offered Every Year)

An introduction to the nature, origin, processes and dynamics of the atmosphere that result in weather variability and climate change and their impact on human activity. Knowledge of algebra required, but a calculator is not required. Prerequisites: One laboratory science course (BIO-101/141, CHE-111/141, GEO-200/240, or PHY-211/241

GEO-240 Earth Science Laboratory **(1.00 cr.)**
(Fall, Spring and Summer, Course Offered Every Year)

Laboratory exercises involving the atmospheric, hydrologic, and geologic processes by which the physical environment of our planet is continuously reshaped and reformed. With corequisite course counts as a laboratory science for general education requirements. Corequisite course: GEO-200.

GEO-299 Introduction to Research **(1.00–2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. GEO-200 is strongly recommended as a prerequisite to this course. May be repeated for a total of three credit hours.

GEO-322 Economic Geography **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

An analysis of the developing world economy in terms of core-periphery regions, international business, the geographical bases of agricultural, industrial and service industries, and the developing information-based industries. Counts as a social science elective for general education requirements.

GEO-326 Environmental Resources **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

This course is an introduction to the inter-relationships among the physical, chemical, and biological processes and the large variety of resources of the physical world. Consequences from natural phenomena and, increasingly, human activities that use various resources, give rise to a number of environmental problems. Potential solutions to these problems will be discussed. This course meets the General Education Science in Society requirement. Prerequisites: take CHE111 and CHE-141 or GEO-200 and GEO-240.

GEO-368 Political Geography **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies. Counts as a social science elective for general education requirements.

GEO-499 Research **(1.00–2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Open to junior and senior geoscience minors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. Prerequisite: GEO-200.

German

GER-101 Elementary German I **(3.00 cr.)**
(Fall, Course Offered Every Year)

Introduction to the German language including grammar, graded readings, and speaking. Independent language laboratory work required each week.

GER-102 Elementary German II **(3.00 cr.)**
(Spring, Course Offered Every Year)

Review and continuation of GER-101. Independent language laboratory work required each week. Prerequisites: GER-101.

GER-205 Intermediate German I **(3.00 cr.)**
(Fall, Course Offered Every Year)

Review of German grammar; introduction to more difficult aspects of the language; readings of appropriate difficulty; increased practice in speaking German. Independent language laboratory work required each week. Prerequisites: GER-102.

GER-206 Intermediate German II **(3.00 cr.)**
(Spring, Course Offered Every Year)

A continuation of GER-205. More advanced grammar and readings and further emphasis on speaking. Independent language laboratory work required each week. Prerequisites: GER-205.

GER-300 Life and Study Abroad **(1.00–3.00 cr.)**
(Varies, Contact Dept. Head)

Intensive study and homestay in a German-speaking country. Credit awarded according to departmental guidelines. Permission of department required for enrollment. Pass/Fail grading only.

GER-302 Topics in Language and Culture **(1.00–3.00 cr.)**
(Varies, Contact Dept. Head)

This course is offered only in connection with the department's programs of study in Germany or Austria. Since instruction is in German, the course carries as a prerequisite the completion of second-year German. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Instructor's consent required. Prerequisites: GER-205, GER-206.

GER-306 Advanced German Grammar **(3.00 cr.)**
(Varies, Contact Dept. Head)

Study of complex grammar structures designed to improve students' writing skills. Required of all German majors and minors. Prerequisites: GER-205, GER-206.

GER-307 Advanced Conversation **(3.00 cr.)**
(Varies, Contact Dept. Head)

Focuses on advanced oral proficiency with detailed analysis of the semantic and syntactic structure of the German language. Prerequisites: GER-205, GER-206.

GER-366 Advanced German Reading **(3.00 cr.)**
(Varies, Contact Dept. Head)

Readings and discussions of selected authors. May be repeated for credit. Prerequisites: GER-205, GER-206.

Health

HED-100 Contemporary Health Issues **(2.00 cr.)**
(Fall, Course Offered Every Year)

A course designed to provide students with knowledge of personal and community health. Special emphasis on developing positive health attitudes and practices.

HED-200 Responding to Emergencies **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course designed to prepare students with knowledge and skills to administer immediate care to victims of injuries and sudden illness. Students who successfully complete the course will receive American Red Cross Certification. Course fee assessed.

HED 220 Fitness and Wellness **(2.00 cr.)**
(Spring, Course Offered Every Year)

A course designed to develop understanding in the conceptual knowledge of health and fitness in the development and maintenance of human wellness. The course will allow each student to plan a program of physical activity that meets her unique needs and interests. The ultimate goal is to help students plan for a lifetime of wellness including physical fitness and healthy nutrition.

HED-282 Prevention & Care of Movement Injuries **(2.00 cr.)**
(Spring, Course Offered Every Year)

A course designed to provide instruction in the prevention and care of movement injuries. This course will include an introduction to athletic training, fundamentals of injury prevention and evaluation, and the management of the most common dance and sport-related injuries.

Emphasis will be placed on providing practical opportunities to develop evaluation skills and taping techniques.

HED-320 Our Bodies-Our Lives **(3.00 cr.)**
(Varies, Contact Program Director)

This course will focus on the way in which individuals develop their identities through the body's experiences in American culture. Drawing upon an interdisciplinary range of research and ideas, the course will explore how the body is influenced and shaped by society; how individuals are affected by myths about the ideal or "normal" body; and the way the body has been objectified in areas of fitness, health and beauty. We will look at the effects of the media, popular culture, education, and other areas of socialization to gain self-awareness as to the ways students' lives reflect the process of how they embody cultural values and social attitudes.

HED-332 Human Sexuality **(3.00 cr.)**
(Spring, Course Offered Every Year)

The research literature on sexual interests, behaviors and relationships is reviewed through the study of the changing practices and perceptions of sexuality in America. Topics include the cultural construction of sex, the process of learning to be sexual, sexual deviance, the influence of marriage, and the interplay between sex and power in our society. Recognition of both risks and rewards associated with sexuality provides the context for studying controversial policies in society. Also offered as SOC-332.

History

HIS-101 Emergence of Western Civilization **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The evolution of Western civilization from the ancient Greek, Roman, Judaeo-Christian, and Germanic traditions, the medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, and scientific revolutions to 1750.

HIS-102 Modern Western Civilization **(3.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

The rise of industrialism, nationalism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world.

HIS-103 The World in the 20th Century **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course will examine key events, issues and developments in the 20th century world predominantly from the perspective of non-Western cultures. It will pay particular attention to the issues of European imperialism and de-colonization; the application of Western ideologies of liberalism, communism, and nationalism in non-Western settings; and economic and cultural globalization. Case studies will demonstrate differing responses to the challenges of modernization in the 20th century.

HIS-200 Introduction to Latin American History **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

This course will begin with a study of colonial independence, ending with the study of contemporary characteristics of modern Latin American states.

HIS-214 American History to 1876 **(3.00 cr.)**
(Fall and Summer, Course Offered Every Year)

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction.

HIS-215 American History Since 1876 **(3.00 cr.)**
(Spring, Course Offered Every Year)

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the growth of federal power.

HIS-224 Introduction to Asian History **(3.00 cr.)**
(Varies, Contact Dept. Head)

A study of the traditions, attempts at modernization in the 19th century, and the contemporary scene in important Asian regions and countries.

HIS-250 Introduction to Archaeology **(3.00 cr.)**
(Varies, Contact Dept.Head)

This course provides students with a basic introduction to the scope and concerns of archaeology, a deeper understanding of the human past, and a greater sensitivity to issues surrounding the reconstruction and representation of that past. Through the semester we will survey some famous archaeological discoveries of the past as well as more contemporary discoveries. Over the semester we will also conduct several activities dealing with the hands-on analysis of material culture, and will visit and critically analyze local archaeological sites and reconstructions.

HIS 270 Introduction to Native American History and Cultures **(3.00 cr.)**
(Varies, Contact Dept.Head)

An overview of the history of Native Americans in North America. Students will be introduced to such topics as original migrations into North America, impact of European contact, demographics, evolution of stereotypes, historical events, important leaders, religions, societal structures, indigenous arts, traditional lifeways, and current political and social issues.

HIS-281 Introduction to African History **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course will introduce students to the history of the African continent. It will survey the variety of environmental conditions and the ecological impact on the growth of African civilization and culture. It will examine the emergence of states and kingdoms such as the trader empires of West Africa and Great Zimbabwe in the south. It will also examine traditional African myths and epics. Other topics include the impact of Islam, European contact and the slave trade, the struggle against colonialism and apartheid, the rise of nationalism, and the problems of Africa's newly independent states including the chaos of the Congo and Rwanda, and the legacy of Mandela's South Africa. And the course will show the amazing resilience of the Africans and their uncanny talent to survive and even prosper despite the best efforts of authority and environment.

HIS-282 The Modern Middle East **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course will address cultural, social and political issues in the Middle East in the late 19th and especially in the 20th century. Topics covered will include imperialism, nationalism, the creation of modern states, the Palestinian-Israeli conflict, the Iranian Revolution, the politics of oil, U.S. - Middle East relations, and the emergence of activist Islamic groups. Also offered as POL-282.

HIS-285 Women in Global Perspective **(3.00 cr.)**
(Spring, Course Offered Every Year)

Economic systems have a formative impact on women's lives and the nature of their role in society. Women's experiences and the expression of these experiences in artifacts, historical documents, and literature will be studied to shed light on this relationship.

HIS-300 Introduction to Public History **(3.00 cr.)**
(Spring, Course Offered Every Year)

An introduction to the theoretical background of public history and its disciplines; historic preservation, museum studies, archives and records administration and documentary editing. Students read literature in these disciplines and solve practical problems in public history.

HIS-302 Modern British History **(3.00 cr.)**
(Varies, Contact Dept. Head)

This course will examine the significant political, social, economic, and cultural transformations that have shaped British history in the modern era. It will explore key events and themes that influenced British development, including: the nature of "Britain" as a multi-national, multi-ethnic polity; the impact and influence of Britain as a commercial, and later military, global empire; the role of Britain as a "model" of evolutionary historical development; the British experience of the two world wars; the creation of a socialist welfare state in the intellectual homeland of economic and political liberalism; and recent efforts to question and reform the post-war social and political consensus.

HIS-304 Greek and Roman History **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

A study of the cultural and historical characteristics of the ancient Greeks and Romans with special emphasis on their contributions to subsequent civilizations.

HIS-305 Holocaust Experiences **(3.00 cr.)**
(Spring, Course Offered Every Year)

The twentieth century has witnessed the mass destruction of peoples on a scale unprecedented on the planet. Using the Holocaust in Germany as a focus and point of departure, this class will examine the Holocaust experience, as it was understood by the participants—by the persecuted and the persecutors, and by those who passively acquiesced and by those who resisted.

HIS-306 Russia in the Twentieth Century **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

This course will examine the significant events, themes, and personalities that have shaped the turbulent history of Russia and the Soviet Union in the twentieth century. Key periods and topics will include: the failed "constitutional experiment" of late Imperial Russia; the dynamics of the Russian Revolution and Civil War; the impact of Josef Stalin's "revolution from above" and its program of collectivization, industrialization, and mass terror; the traumatic Soviet experience of World War II; the role of the Soviet Union in the Cold War; the rise of Gorbachev and the subsequent collapse of the Soviet Union.

HIS-308 20th Century Europe **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

This course will examine the significant events, ideas, and social transformations that shaped Europe in its most tumultuous and destructive century ever, a century marked by wars, revolutions, genocides, and the threat of nuclear annihilation. Topics will include: the nature and impact of mass industrialized warfare in the Great War; the legacies of post-war disillusionment, depression, and appeasement; the murderous conflict of the ideologies of liberalism, communism, and fascism; the European experience of Cold War and decolonization; the role of gender in modern consumer society; the evolution of European integration; and the place of Europe in the global community.

HIS-310 Modern China **(3.00 cr.)**
(Varies, Contact Dept. Head)

China in the 20th century with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts.

HIS-311 Modern Japan **(3.00 cr.)**
(Varies, Contact Dept. Head)

Survey of economic, political and social developments since the middle of the nineteenth century. Emphasis will be placed on the adaptation of traditional Japanese customs and institutions to accommodate the changes necessary for Japan to succeed in an industrial, Western-dominated world.

HIS-312 India: Past and Present **(3.00 cr.)**
(Varies, Contact Dept. Head)

After an overview of the contemporary scene in India, this course will explore traditional Indian history and culture, including the ancient Indus Valley civilization, Aryan civilization, the Indo-Aryan synthesis, Hinduism, Buddhism, and Islam in India, Mughal imperial unification, the arrival of the British in India, the rise of Indian nationalism with Gandhi and Nehru, Indian independence, modern India and the role of India in the world today. Carefully selected films will complement the readings and lectures, and students will be made aware of resources concerning India in the academic community in Raleigh and in the Research Triangle.

HIS-314 Colonial American History **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

The colonial origins of American society and ethnic diversity to the emergence of the American nation in the Revolutionary period.

HIS-315 Civil War and Reconstruction **(3.00 cr.)**
(Varies, Contact Dept. Head)

A study of the years 1861–1876 with attention to causes and effects, social and political impacts, and lasting legacies of what was arguably the most important decade and a half in U.S. history.

HIS-319 Contemporary American History **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism, civil rights, youth revolt, women's rights, and democracy.

HIS-325 Asian Civilizations **(3.00 cr.)**
(Varies, Contact Dept. Head)

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages.

HIS-330 US & the World in the 20th Century **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

A study of global issues involving the United States vis-ˆ-vis Europe, the former Soviet Union, Latin America, Africa, Middle East, and Asia. May be taken for credit in political science or history. Also offered as POL-330.

HIS-333 History of the South **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments.

HIS-334 Methods of Historical Research **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introductory course in historical research and writing that is required of all majors and is usually taken during the junior year. It focuses on finding, evaluating, and using historical sources; on organizing and presenting historical research; and on analyzing historical literature. Each student should plan to take this course the semester before she undertakes HIS-499, Senior Research, and HIS-495, Senior Seminar.

HIS-343 History of North Carolina **(3.00 cr.)**
(Varies, contact dept. head)

A study of North Carolina from the colonial period to the present. Emphasis on the internal forces which shaped the state and her contributions in the national history.

HIS-383 Religion in U.S. History **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

A study of the religions of the United States from the pre-colonial period to the present. Special attention to the impact of religious beliefs and practices in the shaping of U.S. culture and society. Focus will be placed on major periods, movements, and events and their connections to religious experience: the founding of the republic and civil religion, denominationalism and revivalism, frontier and utopian quests, Protestant/Catholic/Jewish interaction, slavery and civil rights, science and fundamentalism, secularism and pluralism. Cross-listed as REL-383. Prerequisites: One 100 level Religion course.

HIS-385 Europe in the Middle Ages **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

This course will survey major developments in Western Europe from roughly 400 CE to 1300 CE. It will use primary and secondary sources to explore the growth of a distinctly European civilization upon its Judaeo-Christian, classical and Germanic roots, and will trace the expression of this civilization through its political, religious and educational institutions; its formal religious thought and vernacular literature; its art, architecture and music; and its interactions with different cultures both within and beyond its borders. Specific topics covered will include the Germanic invasions, monasticism, the conversion of Europe, the growth of the manorial and feudal systems, scholastic thought in the universities, heresy and the crusades, the growth of representative government and others. Also offered as REL-385.

HIS-387 Age of Renaissance/Reformation **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

This course will work primarily through class discussion of primary sources to understand the changes in outlook expressed in the Renaissance, the Reformation and the Scientific Revolution between the fourteenth and seventeenth centuries. In particular, it will focus upon the transition from medieval toward modern attitudes in areas such as historical and scientific thought, political and educational theory, philosophy, art, music and religious thought and practice. It will also address the economic, social and political variables that underlay these changes in intellectual life, as well as the impact that these ideas had upon European society. Students will be encouraged to explore individual interests from their own major fields and personal backgrounds. Also offered as REL-387.

HIS-495 Senior Seminar **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A culminating seminar that brings together work done across the major, builds upon HIS-334 and links to Senior Research in History, HIS-498 and HIS-499. Students will review schools of historical interpretation and methods of historical research and then apply these to an ongoing analysis of contemporary developments both national and international. They will meet twice a week to improve oral and written communication skills through class discussion, formal presentations and a variety of written assignments. They will also make and implement plans for postgraduate education and careers. Students should take HIS-495 at the same time they pursue Senior Research in History, HIS-498 or HIS-499. May be taken without prerequisite course with permission of the instructor. Prerequisites: HIS-334 or permission of instructor.

HIS-498 Honors Thesis in History **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Each senior major in the Honors and/or Teaching Fellows Program must choose, research, write and present orally an honors thesis that reflects her training, interests, and/or career direction. Each student who plans to write an honors thesis must, in consultation with a departmental adviser, identify a viable topic before she registers for HIS-498. During the semester in which she writes the honors thesis, she should also take HIS-495. Prerequisites: HIS-334 or permission of instructor.

HIS-499 Senior Research **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Under the direction of the appropriate faculty member, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The faculty director must approve a preliminary research proposal before the student can pre-register for this course. Students should take HIS-495, Senior Seminar, during the same semester that they take Senior Research. Required of senior history majors and open to junior majors with permission of the department head. May be repeated for credit for a total of six hours. Prerequisites: HIS-334.

HIS-764 The Teaching of Social Studies **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of the methods required for teaching grades 6-9, and grades 9-12, social studies. May not count toward a major.

Interdisciplinary Studies

IDS-100 Appreciation of Fine Arts **(3.00 cr.)**
(Varies, Contact Dept. Head)

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as an elective in the humanities and fine arts.

IDS-110 Information Research & Technology **(1.00 cr.)**
(Varies, Contact Dean of Library Information Services)

Hands-on use of the computer network and library information resources in all formats [including e-mail, internet, computerized catalogues and indexes, and print resources]. Students learn to find, evaluate and use information. A CamNet account is required. Pass/Fail grading only.

IDS-280 China Today **(3.00 cr.)**
(Spring, Course Offered Every Year)

Modern China is best understood in the context of its history, perhaps the lengthiest in the world and certainly the lengthiest in Asia. This course begins with an overview of Chinese history and geography. It includes Chinese culture and the festivals that are such an important part of that culture. Students also learn about Chinese philosophy, literature, music, arts, heroes, food and ethnic minorities as well as contemporary issues.

IDS-300 Arts, Artifacts & Culture-Europe **(3.00 cr.)**
(Meredith Abroad, Course Offered Every Year)

An introduction to the culture and the social life of the peoples of continental Europe based upon a study of the arts and artifacts they produced. This course places special emphasis on the countries students visit while studying in Continental Europe. Terms are defined broadly, looking at literary, visual and musical arts as well as dance; architecture of both private and public spaces; and artifacts of all kinds. Focus will be on folk as well as high culture; ancient as well as modern times; and traditional as well as avant-garde modes. Students examine expressions that are secular as well as religious; utilitarian as well as purely ornamental; and communal as well as personal. To facilitate students' observations of local culture, the spoken languages of the countries being visited will be studied.

IDS-301 Arts, Artifacts & Culture-UK **(3.00 cr.)**
(Meredith Abroad, Course Offered Every Year)

An introduction to the culture and social life on the peoples of the United Kingdom based on a study of the arts and artifacts they produced. This course places special emphasis on the countries students visit while studying in the United Kingdom. Terms are defined broadly, looking at literary, visual and musical arts as well as dance; architecture of both private and public spaces; and artifacts of all kinds. Focus will be on folk as well as high culture; ancient as well as modern times; and traditional as well as avant-garde modes. Students examine expressions that are secular as well as religious; utilitarian as well as purely ornamental; and communal as well as personal.

IDS-350 Global Capitalism and Ethical Values **(3.00 cr.)**
(Course Offered As Needed)

A critical analysis of the methods by which the economic system of capitalism proposes to fulfill the basic economic goals for any society of what to produce, how to produce the output, and how goods and services will be distributed. The ethical and moral dimensions of how capitalism envisions and attempts to realize individual rights, societal good, just distribution of wages and goods, and individual and societal progress will also be explored. The major focus of the course will be a philosophical analysis of capitalism as the dominant means by which the global economy currently operates and consumer culture is constituted. Particular attention will be given to the impact of capitalism on women and women's rights in a globalized economy. This is an Honors colloquium. Registration is limited to Honors scholars or by permission of the instructor.

Interior Design

ID-142 History of Architectural Interiors & Furnishings **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ART 142.

ID-144 Interior Design I **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An exploration of the basic principles and skills of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. ART-101 or ART-105 are either prerequisites or corequisites to this course. Six studio hours per week. Also offered as ART-144.

ID-243 Interior Design Drafting & Presentation **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course includes continued development of architectural drafting skills with the addition of isometric, axonometric, and perspective drawing. Visual presentation skills, including rendering, will be developed. Six studio hours per week. Prerequisites: ID-144.

ID-244 Interior Design II **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Studio problems in interior design for residential projects. Included will be construction drawings, space planning, and specifications for residential interiors. Six studio hours each week. Prerequisites: ID144, ID-243 and ART-101 or ART-105.

ID-245 Housing Issues **(3.00 cr.)**
(Fall, Course Offered Every Year)

Study of psychological, physiological, social, and environmental aspects of shelter. Included will be a study of the housing needs of elderly and handicapped; cross-cultural perspective of housing; ergonomics; historic preservation; energy efficiency; and government policies influencing housing.

ID-246 Interior Design Materials **(3.00 cr.)**
(Spring, Course Offered Every Year)

An in-depth study of materials used in interior design, including textiles, window treatments, floor and wall coverings, furniture and accessories. Skills in designing window treatments, and calculating yardage needed for floor and wall coverings, window treatments and upholstered furniture.

ID-248 Technology Applications for Interior Design **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Exploration of technology techniques and tools for Interior Design. Design software and internet exploration. Introduction of computer aided drafting and design. Prerequisites: ID 144, ID 243; Pre or Co Requisite: ID 244.

ID-299 Introduction to Research in Interior Design **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research or creative project investigating topics and problems in Interior Design. This course will provide an introduction to the methods and techniques of the discipline. The research experience will culminate in a paper and/or presentation. Open to freshmen and sophomore majors and others by permission of the instructor. May be repeated for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: ID-144.

ID-342 Special Problems in CADD **(3.00 cr.)**
(previously the course number was ID-448)
(Fall and Spring, Course Offered Every Year)

Application of advanced computer aided design for residential and commercial interiors. Further exploration of overlay design packages. Prerequisites: ID 144, ID 243, ID 244, ID 248

ID-343 Construction Technology **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Survey of residential and nonresidential systems, building materials, construction methods, building codes, and wood furniture design. Prerequisites: ID-144,ID 243, ID-244. Pre or Co Requisite ID-342.

ID-344 Interior Design III **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course includes advanced presentation skills, cabinet design and detailing, residential and nonresidential studio problems relating to energy conservation and designing interiors for special populations, such as the handicapped and elderly. Six studio hours per week. Prerequisites: ID-144, ID-243, ID-244.

ID-348 Interior Lighting Design **(3.00 cr.)**
(Spring, Course Offered Every Year)

Exploration of light as a design element in interior design; lighting theory; emphasis on technical aspects of lighting; lighting calculations; lighting specification and installation. Studio problems with application to residential, office, hospitality, retail, and institutional settings. Prerequisites: ID-144, ID-243, ID-244.

ID-443 Professional Practices in Interior Design **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course will include business procedures and ethical practices of interior design; preparation of design contracts and specifications; introduction to professional organizations; portfolio critiques; project management and facilities management; interior design research and publication. Students must have senior standing to enroll. Prerequisites: ID-144, ID-243, ID-244, ID-344.

ID-444 Interior Design IV **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An advanced design studio course, this course explores large-scale design problems. Emphasis is given to multi-use spaces, building systems and codes. In addition to studio projects, research and related readings are included. Students must have senior status to enroll. Six studio hours a week. Prerequisites: ID-144, ID-243, ID-244, ID-343, ID-344.

ID-447 Contract Interior Design **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The execution of creative and functional solutions for commercial and institutional interior design problems. Included will be space planning and specification of materials and furnishings for non-residential interiors. Lecture and six studio hours each week. Prerequisites: ID-144, ID-243, ID-244, ID-344.

ID-498 Honors Thesis in Interior Design **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and a presentation. The project must meet Honors Program thesis requirements as well as the expectations of the interior design faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs.

ID-499 Research in Interior Design **(1.00-3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will develop and conduct a research or creative project exploring issues and problems in Interior Design. The research experience will culminate in a paper and/or presentation. Open to junior and senior majors and others by permission of the instructor. May be repeated for credit for a total of six credit hours. A research proposal form completed by the student and faculty mentor is required for registration. Instructor's consent required. Prerequisites: ID-244.

Italian

ITA-101 Elementary Italian I **(3.00 cr.)**
(Fall, Course Offered Every Year)

Introduction to modern spoken Italian. English will be used in the classroom for orientation purposes only. Grammar, graded readings, and speaking. Independent language laboratory work required each week.

ITA-102 Elementary Italian II **(3.00 cr.)**
(Spring, Course Offered Every Year)

A review and continuation of ITA-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required each week. Prerequisites: ITA-101.

ITA-205 Intermediate Italian I **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course aims to build the students' ability in speaking, reading and writing Italian, as well as understanding spoken Italian, and to allow them to delve more deeply into the culture of Italy. The course includes extensive conversational practice as well as supplemental readings of literary and cultural texts and readings from the Internet. Conducted in Italian. Prerequisite: ITA 102 (Elementary Italian II) or equivalent. Weekly work in language laboratory required. This course is a prerequisite for ITA 206. Co-requisites: None.

ITA-206 Intermediate Italian II **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course aims to build the students' ability in speaking, reading and writing Italian, as well as understanding spoken Italian. The course includes extensive conversational practice as well as supplemental readings of literary and cultural texts and from the Internet. Conducted in Italian. Prerequisite: ITA 205 (Intermediate Italian I). Weekly work in language laboratory required. Co-requisites: None.

ITA-299 Introduction to Research in Italian (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an intermediate level of complexity. In her project, the student will investigate an aspect of Italian language or literature, culture or civilization of personal interest and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and the faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from ITA from Level 200 or above.

ITA-498 Honors Thesis in Italian (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the honors student investigates an aspect of Italian language, literature, culture or civilization of personal interest and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Weekly meetings. It is expected that the honors student will spend at least ten hours per week on her thesis. Fulfills honors thesis requirement. Research performed in connection with study abroad is strongly encouraged. Prerequisites: 6 credits from ITA from Level 300 or above.

ITA-499 Junior & Senior Research in Italian (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an advanced level of complexity. In her project, the student will investigate an aspect of Italian language or literature, culture or civilization of personal interest, and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from ITA from Level 300 or above.

Latin

LAT-101 Elementary Latin I (3.00 cr.)
(Fall, Course Offered Every Year)

A course for beginners in the fundamentals of Latin grammar. Independent computer work required each week.

LAT-102 Elementary Latin II (3.00 cr.)
(Spring, Course Offered Every Year)

A review and continuation of LAT-101. Increased emphasis on reading. Independent computer work required each week. Prerequisites: LAT-101.

LAT-205 Intermediate Latin I (3.00 cr.)
(Fall, Course Offered Every Year)

An intermediate course in Latin designed to prepare the student for work with the more difficult authors, including Cicero and Ovid. Grammar review. Independent computer work required each week. Prerequisites: LAT-102.

LAT-206 Intermediate Latin II (3.00 cr.)
(Spring, Course Offered Every Year)

A continuation of LAT-205 with further emphasis on advanced readings. Independent computer work required each week. Prerequisites: LAT-205.

Legal Studies

LEG-400 Legal Survey (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An overview of the legal principles and procedures in major areas of the law, including civil procedure, torts, criminal law, contracts, real property, domestic law, wills and estates, and corporations. Open to juniors and seniors only. Permission from the Director of the Paralegal Program is required to enroll.

LEG-401 Legal Research (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Legal bibliography and research methods. Included are court reports, statutes and digests; legal encyclopedias, treatises and periodicals; computer research; legal citation form; Shepard's citations; introduction to legal writing. Open to juniors and seniors only. Permission of the Director of the Paralegal Program is required to enroll. Prerequisite: LEG-400.

Mathematics

MAT-090 Intermediate Algebra Review (2.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is designed as a preparation for college algebra and other 100-level mathematics courses covering the following topics: the real number system, exponents, roots, radicals, polynomials, factoring, rational expressions, equations and inequalities, graphing linear equations and inequalities, graphing quadratic equations, and word problems. Counts as two credit hours toward course load and full-time student status but does not count as college credit.

MAT-130 Exploring With Mathematics (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

This course emphasizes reasoning and communicating to clarify and refine thinking in practical areas of life. Students will gain confidence in their ability to apply their mathematical skills to applied problems and decision making. Topics will be chosen from: set theory, probability, visual representation of information, geometry, and graph theory.

MAT-141 College Algebra (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

This course is a study of the algebra of functions. Topics covered include polynomial and rational functions, exponential functions and logarithmic functions. Graphing calculators will be used. Credit not allowed for both MAT-141 and MAT-144. Credit in this course is not given to students who already have credit for MAT-211.

MAT-143 Trigonometry (2.00 cr.)
(Fall, Spring and Summer Course Offered Every Year)

The course will emphasize the use of analytic trigonometry in a wide variety of applications. Topics covered will include trigonometric relationships in triangles, trigonometric functions and trigonometric identities. Graphing calculators will be used. Credit not allowed for both MAT-143 and MAT-144. Credit in this course is not given to students who already have credit for MAT-211.

MAT-144 Functions and Graphs (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is a study of the algebra and geometry of functions. Topics covered include polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. Graphing calculators will be used. After completing this course, a student would have an appropriate background for MAT-211, Calculus I. Credit not allowed for both MAT-141 or MAT-143 and MAT-144. Credit in this course is not given to students who already have credit for MAT 211.

MAT-211 Calculus I **(4.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A study of functions, limits, continuity, the derivative, and the integral. Applications of differentiation and integration include maxima, minima, marginal cost and revenue, rectilinear motion, areas and volumes. Students will use graphing calculators. May be taken without prerequisite courses with department's permission. Prerequisites: MAT-141 and MAT-143 or MAT-144).

MAT-212 Calculus II **(4.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A continuation of the calculus of functions of one variable. Topics include volumes of rotation, transcendental functions, integration techniques, polar coordinates, parametric equations, and infinite series. Students will use graphing calculators and computer packages. May be taken without prerequisite with department's permission. Prerequisites: MAT-211.

MAT-220 Linear Algebra **(3.00 cr.)**

(Spring, Course Offered Every Year)

A study of vector spaces, linear transformations, matrices, determinants, and their applications. Students will use calculators and computer packages. Prerequisites: MAT-211.

MAT-245 Statistics I **(3.00 cr.)**

(Fall, Spring, and Summer, Course Offered Every Year)

A general introduction to descriptive and inferential statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical analysis technology. May be taken without prerequisites with department's consent. Prerequisites: MAT-141 or MAT-144.

MAT-250 Introduction to Mathematical Reasoning **(3.00 cr.)**

(Fall, Course Offered Every Year)

This course is a study of logic and an introduction to various techniques of mathematical proof, including direct proof, indirect proof, and proof by induction. Students will be involved actively in the construction and exposition of proofs from multiple representations— visually, numerically, symbolically—and will present their reasoning in both oral and written form. Topics covered include sets and basic properties of the integers, rational numbers, and real numbers. Throughout the course, students will explore strategies of problem-solving and active mathematical investigation. After completing this course, a student would have an appropriate background for upper-level theoretical mathematics courses. Prerequisites: MAT 212 or Corequisites: MAT 212 with permission of the instructor.

MAT-262 Discrete Mathematics **(3.00 cr.)**

(Spring, Course Offered Every Year)

An introduction to various topics chosen from combinatorics, propositional logic and graph theory. Topics include counting techniques, permutations and combinations, induction and recursion, Boolean algebra, planarity, minimal paths and minimum spanning trees. Recommended for middle grades and secondary mathematics licensure students. Also offered as CSC-262. May be taken without prerequisites with department's consent. Prerequisites: MAT-141 and MAT-143 or MAT-144.

MAT-264 Topics in Math-Middle Grades Licensure **(1.00–2.00 cr.)**

(Fall, Course Offered Every Year)

An independent study designed to complete the mathematics concentration for a Middle Grades [6-9] Licensure Program. The course is tailored for each student according to her mathematical background, and therefore may carry 1 or 2 semester hours credit. A student usually takes the course in conjunction with MAT-764, which is offered every fall. May not be counted toward a mathematics major or minor. Prerequisite: admission to the Teacher Education Program or permission of the instructor. Instructor's consent required.

MAT-290 Honors Math Lab **(1.00 cr.)**

(Fall, Course Offered Every Year)

Students work in teams to explore via computer various mathematical concepts. The experiment-conjecture-proof technique allows students to experience some of the excitement of discovering mathematics. During the lab period, the teams interact in a cooperative setting and discuss the meaning of what they are learning. All of the labs contain dynamical graphical displays which enhance the students' understanding of the topics studied. At the end of each experiment, students submit a written report describing their findings. Pre or Corequisite courses: MAT-211, 212 or 213.

MAT-299 Introduction to Mathematics Research **(1.00–3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original research in mathematics. Students will submit findings in a formal written report and will give an oral presentation. Students will be expected to work approximately three hours per week on the research project for each semester hour of credit. May be repeated for a maximum of six credit hours.

MAT- 314 Calculus III **(4.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A study of vectors in two and three dimensions, vector algebra, vector functions, vector calculus and multivariable calculus. This includes three-dimensional analytic geometry, partial differentiation and multiple integrals, line and surface integrals, Green's Theorem, Divergence Theorem, Stokes's Theorem and applications. Students will use technology for exploration and problem solving. May be taken without prerequisite with department's permission. Prerequisite: MAT-212.

MAT-321 Modern Abstract Algebra **(3.00 cr.)**

(Fall, Course Offered Every Year)

A study of general algebraic systems. Topics covered will include relations, mappings, groups, rings, and fields. Group theory is emphasized. Prerequisites: MAT-250.

MAT-334 Modern College Geometry **(3.00 cr.)**

(Fall, Even-Numbered Years Only)

A course emphasizing Euclidean geometry and introducing hyperbolic, elliptic, and transformational geometries. Students will use methods of discovery, construction, and proof to study geometric systems. Prerequisites: MAT-250, 3 courses from MAT except MAT-130, MAT-141, MAT-143, MAT-144.

MAT-340 Probability and Statistics **(3.00 cr.)**

(Fall, Odd-Numbered Years Only)

The study of probability and statistical inference. Emphasis is placed on the theoretical development of probability distributions, discrete, continuous, and multivariate, and the sampling distributions used in statistical inference. Prerequisites: MAT-212, MAT-245.

MAT-345 Statistics II **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

A continuation of MAT-245 which includes linear models [simple and multivariate], analysis of variance, and regression analysis [linear and non-linear]. Application of these topics will be drawn from business, economics, the social sciences, biology and other areas. Students will use statistical analysis technology. Prerequisites: MAT-245 or PSY 200.

MAT-348 Non-Parametric Statistics **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A study of distribution-free statistical methods. Estimation and hypothesis testing when population distributions are specified only in broad terms. Studies of randomness, trend, independence, symmetry, and goodness-of-fit. Analysis of qualitative [nominally scaled] and ranked data. Chi-squared tests, rank procedures, Spearman rank-correlation, and other methods. Students will use statistical analysis technology. Prerequisites: MAT-245 or PSY-200.

MAT-354 Differential Equations **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A study of first order differential equations, linear differential equations of higher order, Laplace transforms, and applications. Students will use a computer package. Prerequisites: MAT-212.

MAT-360 Numerical Analysis **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Also offered as CSC-360. Prerequisites: MAT-212.

MAT-362 Topics in Discrete Mathematics **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

Topics chosen from combinatorics, graph theory, and other areas of discrete mathematics of particular application in computer science. Prerequisites vary with the topics studied.

MAT-410 Advanced Calculus **(3.00 cr.)**
(Spring, Course Offered Every Year)

A rigorous treatment of the foundations of calculus. A study of the algebraic and topological properties of the real numbers; one-variable calculus, including limits, continuity, differentiation, Riemann integration, and series of functions. Prerequisites: MAT-250, MAT-313.

MAT-415 Topics in Analysis **(3.00 cr.)**
(Fall, Course Offered Every Year)

Topics chosen from among the areas of multivariable calculus, advanced calculus, real analysis, or complex variables. Prerequisites: MAT-250, MAT-313.

MAT-425 Topics in Algebra **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

Topics chosen from the areas of advanced linear algebra, number theory, or abstract algebra. Prerequisites vary with the topic studied.

MAT-434 Topics in Geometry & Topology **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

Topics chosen from the areas of geometry or topology. Prerequisites: MAT-250.

MAT-490 Senior Seminar **(3.00 cr.)**
(Fall, Course Offered Every Year)

Students will work in teams on problem solving and on a research project. The results of the research project will be presented in both written and oral forms. Topics will also include selected readings in the discipline and study of professional organizations. A satisfactory score on the end-of-course test is required for completion of the course. Open to seniors only.

MAT-498 Honors Thesis in Mathematics **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. The research project must meet Honors Program thesis requirements as well as the expectations of the mathematics faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only. Second semester juniors may enroll with permission of the faculty mentor.

MAT-499 Research in Mathematics **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. Open to juniors and seniors majoring in mathematics and to others by permission of the department. May be repeated for credit for a maximum of six credit hours.

MAT-764 Methods Secondary/Middle Math **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of the philosophy and objectives of mathematics education, emphasizing methods and materials needed for teaching mathematics in the middle and secondary schools. Attention is given to the importance of planning for instruction and evaluating both the instruction and student performance. Students must demonstrate their skills in planning, teaching, and evaluating. Instructor's consent required.

Medieval & Renaissance Studies

MRE-201 Pilgrims, Poets, and Prophets **(3.00 cr.)**
(Fall, Course Offered Every Year)

The pilgrimage route of medieval Europe lends structure to this exploration of the culture and civilization of the Middle Ages. The course focuses on France but also considers England, Italy, and Spain. Along the way, students explore selected works of architecture and oral literature, for example, the "Chanson de Roland" or the romances of "Tristan and Yseut;" discover the art of memory as prologue to a study of writing and the design and production of books; consider the birth of the university and early forms and programs of academic study; and evaluate the clash of Christian and Islamic values. Excerpts from the works of Calabrian poet Joachim of Flora provide insight into medieval notions of history, the Endtime, and the Other. Required of all Medieval and Renaissance Studies minors. Must be completed prior to enrollment in a research course, or must be 3 of the last 9 hours taken to satisfy requirements for the minor. Linked with BIO-203 as CORE-205.

MRE-299 Introduction to Research in Medieval/Renaissance Studies **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor, the student investigates an aspect of medieval and renaissance studies of interest to her and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Research performed in connection with study abroad is strongly encouraged. Permission of the Medieval and Renaissance Studies program coordinator required prior to enrollment. Prerequisites: MRE-201.

MRE-498 Honors Thesis Medieval/Renaissance Studies (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor, the honors student investigates an aspect of medieval and renaissance studies of interest to her and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Research performed in connection with study abroad is strongly encouraged. Permission of the Medieval and Renaissance Studies program coordinator required prior to enrollment. Prerequisites: MRE-201.

MRE-499 Research in Medieval/Renaissance Studies (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor, the student investigates an aspect of medieval and renaissance studies of interest to her and, as a culminating experience for the minor, prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Research performed in connection with study abroad is strongly encouraged. Students wishing to build on an earlier research experience in medieval and renaissance studies or to begin a new topic of personal or academic interest may repeat this course for credit for a maximum of 6 credit hours. Permission of the Medieval and Renaissance Studies Program Coordinator and Junior or senior standing required. Prerequisites: MRE-201.

Music

MUS-100 Elementary Theory & Composition (3.00 cr.)
(Fall, Course Offered Every Year)

Introduction to the theory of music and its creation; fundamental aspects of melody and harmony explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, composition and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Three class hours weekly; at least one hour per week in the computer laboratory.

MUS-101 Elementary Theory & Composition (3.00 cr.)
(Spring, Course Offered Every Year)

Introduction to the theory of music and its creation; fundamental aspects of melody and harmony explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, composition and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Three class hours weekly; at least one hour per week in the computer laboratory. Prerequisites: MUS-100.

MUS-140 Elementary Keyboard Harmony I (1.00 cr.)
(Fall, Course Offered Every Year)

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns. Sight-reading. Methods of keyboard improvisation are introduced. Regular and accelerated sections are offered. Prerequisites: The ability to read music and some basic piano study.

MUS-141 Elementary Keyboard Harmony II (1.00 cr.)
(Spring, Course Offered Every Year)

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns. Sight-reading. Methods of keyboard improvisation are introduced. Regular and accelerated sections are offered. Prerequisites: MUS-140.

MUS-150 Elementary Ear-Training (1.00 cr.)
(Fall, Course Offered Every Year)

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction with sight-singing. Use of programmed computer instruction in a lab setting to drill these skills. Students must be able to read music and to match pitch.

MUS-151 Elementary Ear-Training (1.00 cr.)
(Spring, Course Offered Every Year)

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction with sight-singing. Use of programmed computer instruction in a lab setting to drill these skills. Students must be able to read music and to match pitch. Prerequisites: MUS-150.

MUS-202 Advanced Theory & Composition (3.00 cr.)
(Fall, Course Offered Every Year)

Review and continuation, through analysis and composition, of functional harmony. Seventh, ninth, and eleventh chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisites: MUS-101.

MUS-203 Advanced Theory & Composition (3.00 cr.)
(Spring, Course Offered Every Year)

Review and continuation, through analysis and composition, of functional harmony. Seventh, ninth, and eleventh chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisites: MUS-202.

MUS-214 Music Appreciation (3.00 cr.)
(Fall, Spring, and Summer, Course Offered Every Year)

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge is required.

MUS-215 Music Literature (2.00 cr.)
(Spring, Course Offered Every Year)

An introduction to music from a global perspective, to musical resources such as reference materials, to aural analysis of music, and to score analysis. Students learn to listen actively to music from folk, popular and art traditions, both Western and non-Western. The process of writing about music will be explored as will career opportunities in music. This course is a foundation for more advanced studies in music history and literature and is designed for music majors and for students with some formal music background. Required of freshman majors; prerequisite to music history and literature courses.

MUS-216 World Music (3.00 cr.)
(Fall, Odd-Numbered Years Only)

This course in world music seeks to introduce students to the basic elements of music and demonstrate how these elements are used in the context of particular music cultures. Each time the course is offered a different region of the world will be focuses on (i.e. South and Central America, Asia and Oceania, Africa, Europe and North America, and the Middle East and Southern Asia). The course may be repeated for credit each time the focus changes. Prerequisite: CORE-100

MUS-220 Pedagogy I **(2.00 cr.)**
(Spring, Course Offered Every Year)

Survey of beginner methods and elementary literature, technique, and theory. Observation of lessons of beginning and elementary students. One class meeting and one observation per week. A separate section is offered for each applied area as needed. Prerequisites: MUS-101 MUS-215.

MUS-242 Intermediate Keyboard Harmony I **(1.00 cr.)**
(Fall, Course Offered Every Year)

Reinforcement at the keyboard of harmonic vocabulary associated with MUS-202 and MUS-203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization of melody, score reading, sight-reading, transposition, and improvisation. Prerequisites: MUS-141.

MUS-243 Intermediate Keyboard Harmony II **(1.00 cr.)**
(Spring, Course Offered Every Year)

Reinforcement at the keyboard of harmonic vocabulary associated with MUS-202 and MUS-203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization of melody, score reading, sight-reading, transposition, and improvisation. Prerequisites: MUS-242.

MUS-244 Fundamental Concepts of Music **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Vocabulary, basic music notation, and general concepts of music will be introduced through a beginning study of singing and playing recorder and melody bells. Required of all K–6 licensure students.

MUS-252 Intermediate Ear-Training **(1.00 cr.)**
(Fall, Course Offered Every Year)

Continued development of ear-training, sight-singing, and conducting skills begun in MUS-150 and MUS-151. Prerequisites: MUS-151.

MUS-253 Intermediate Ear-Training **(1.00 cr.)**
(Spring, Course Offered Every Year)

Continued development of ear-training, sight-singing, and conducting skills begun in MUS-150 and MUS-151. Prerequisites: MUS-252.

MUS-255 Phonetics/Singers-French & German **(1.00 cr.)**
(Spring, Even-Numbered Years Only)

The study of the International Phonetic Alphabet and its application to the pronunciation of French and German. Emphasis on application of principles of pronunciation to texts in vocal literature, with no attempt to develop language grammer.

MUS-256 Phonetics/Singers-English & Italian **(1.00 cr.)**
(Spring, Odd-Numbered Years Only)

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian and English. Emphasis on application of principles of pronunciation to texts in vocal literature.

MUS-299 Introduction to Research in Music **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomores who have an interest in music and who would like to work individually with a faculty member on a project involving research, performance, or other creative endeavor in music. In conjunction with a faculty member, the student will formulate and execute a project at an intermediate level of complexity. The project will require a culminating experience involving a written report and/or a public presentation of its purpose, process, and outcomes. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: MUS-100 or MUS-215.

MUS-300 Beginning Conducting **(2.00 cr.)**
(Fall, Course Offered Every Year)

Students will learn basic conducting patterns, techniques, and beginning rehearsal procedures for instrumental and choral ensembles. Prerequisites: MUS-101

MUS-301 Choral Conducting & Literature **(2.00 cr.)**
(Spring, Course Offered Every Year)

A study of more advanced conducting patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Prerequisites: MUS-300.

MUS-302 Instrumental Conducting **(2.00 cr.)**
(Spring, Course Offered Every Year)

A study of orchestral and band literature through advanced score study and interpretation as it relates to various ensemble performance levels. Effective rehearsal techniques and gesticulation are discussed

MUS-304 Instrumentation **(1.00 cr.)**
(Fall, Course Offered Every Year)

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisites: MUS-202.

MUS-306 Orchestration **(2.00 cr.)**
(Spring, Course Offered Every Year)

Building upon principles established in instrumentation, students engage in a more in-depth examination of orchestral practices of the 18th, 19th, and 20th centuries with special emphasis on the study of blend, balance, and timbre within the orchestra. Techniques of transcription and arranging for the secondary level school orchestra and wind ensemble are included. Prerequisites: MUS-304.

MUS-308 Choral Arranging **(2.00 cr.)**
(Spring, Course Offered Every Year)

Exploration of the various techniques available for arranging sung melody. Emphasis is upon counterpoint, vocal ranges, voicings, form, and accompanying instruments used in arranging music for two to four or more vocal parts. Assignments are designed to meet the needs of each individual student. Prerequisites: MUS-202.

MUS-310 Medieval and Renaissance Music **(2.00 cr.)**
(Fall, Course Offered Every Year)

A historical and stylistic study of music from ancient Greece through the end of the Renaissance [1600], including analysis, composition in specific styles, performance, and listening. Overview of non-western styles. Prerequisites: MUS-101, MUS-215.

MUS-311 Baroque and Early Classic Music **(2.00 cr.)**
(Spring, Course Offered Every Year)

A historical and stylistic study of music of the Baroque and early classic periods [1600-1800], including analysis, composition in specific styles, performance, and listening. Prerequisites: MUS-101, MUS-215.

MUS-312 Classic and Romantic Music **(2.00 cr.)**
(Fall, Course Offered Every Year)

A historical and stylistic study of music of the Viennese Classic and Romantic periods [1720-1900], including analysis, composition, performance, and listening. Prerequisites: MUS-101, MUS-215.

MUS-313 20th Century Music **(2.00 cr.)**
(Spring, Course Offered Every Year)

A historical and stylistic study of music of the 20th century, including analysis, composition, performance, and listening. Prerequisites: MUS-101, MUS-215.

MUS-314 Literature of Applied Music **(2.00 cr.)**
(Varies, Contact Dept. Head)

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. A separate section is offered for each applied area as needed. Faculty and student performances of representative compositions will be incorporated.

MUS-321 Pedagogy II **(2.00 cr.)**
(Fall, Course Offered Every Year)

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week. Prerequisites: MUS-101, MUS-215.

MUS-322 Practicum **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Teaching a beginning student on a one-to-one basis, one lesson per week. Teaching will be observed and critiqued periodically by the instructor. Continues through two semesters. A separate section is offered for each applied area, as needed.

MUS-395 History and Liturgies **(2.00 cr.)**
(Varies, Contact Dept. Head)

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies).

MUS-396 Hymnology **(2.00 cr.)**
(Varies, Contact Dept. Head)

A study of the hymns of the Christian church, their history, and their function in worship.

MUS-397 Organization & Administration **(2.00 cr.)**
(Varies, Contact Dept. Head)

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church.

MUS-423 Pedagogy III **(2.00 cr.)**
(Spring, Course Offered Every Year)

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week.

MUS-424 Practicum **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Teaching one or more students beyond the beginning level. Teaching will be observed and critiqued by the instructor. Continues through two semesters.

MUS-425 Seminar/Internship **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Studio internship with a professional piano teacher, either at Meredith or in private practice, to last six to eight weeks. Pedagogy seminar, covering a topic of importance to the prospective teacher, to last six weeks.

MUS-455 Opera Workshop **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course focusing on preparation and performance of opera scenes or of a complete opera. This course offers singers in various stages of vocal development an opportunity to learn basic stagecraft. Emphasis on character development, ensemble acting, role preparation. Scenes and roles will be assigned, musically prepared, staged and presented in a performance at the end of each semester. Functions in collaboration with Capitol Opera Raleigh. May be repeated for credit.

MUS-494 Seminar in Music Literature **(2.00 cr.)**
(Fall, Course Offered Every Year)

Research in topics related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester.

MUS-495 Seminar in Theory **(2.00 cr.)**
(Spring, Course Offered Every Year)

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, period styles of important composers. Prerequisites: MUS 203.

MUS-496 Seminar in Musical Theatre **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. May be taken without prerequisite course with instructor's consent. Also offered as THE-496. Prerequisites: THE-114.

MUS-498 Honors Thesis in Music **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Joint participation by students and faculty in the discovery, examination, and analysis of knowledge in music. The project must meet honors program thesis requirements as well as expectations of the music faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

MUS-499 Research in Music **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Open to junior and senior music majors or others with permission. In conjunction with a music faculty mentor, the student will formulate and execute an original research project at an advanced level of complexity culminating in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: MUS-203 and 4 credits from courses MUS-310, MUS311, MUS-312, MUS-313.

MUS-503 Advanced Conducting **(2.00 cr.)**
(Varies, Contact Dept. Head)

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance.

MUS-506 Music Technology **(2.00 cr.)**
(Varies, Contact Dept. Head)

A survey of the materials and methods of making music using the tools of digital technology, including computer hardware and software.

Emphasis is on understanding the use of these tools and their practical application to common tasks of the teacher, performer, and composer/arranger. Time is equally divided between lecture/demonstration and hands-on lab work

MUS-720 Materials & Methods in Elementary School **(2.00 cr.)**
(Fall, Course Offered Every Year)

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and lesson planning. Public school observation and teaching are included. Prerequisites: MUS101, MUS-151.

MUS-721 Materials & Methods in Middle School **(2.00 cr.)**
(Spring, Course Offered Every Year)

A study of teaching methodologies appropriate for middle school with special attention given to classroom management, middle school choral and instrumental programs, general music, and music assessment.

MUS-722 Materials & Methods in Secondary School **(2.00 cr.)**
(Fall, Course Offered Every Year)

A study of the scope and sequence in the music program in the secondary school with special emphasis on the choral program. Attention is given to the changing voice, rehearsal techniques, scheduling, program building and choral performance preparations. Public school observation and teaching are included. Prerequisites: MUS-101, MUS-151.

MUS-723 Instrumental Materials & Methods **(2.00 cr.)**
(Spring, Course Offered Every Year)

Designed for music education majors planning to be band or orchestral conductors in schools, this class deals with techniques and repertoire appropriate for beginning and advanced school ensembles. School observation and teaching is required.

Music, Applied

CLASSES

MUA-040 Beginning Class Piano **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Introduction to fundamentals of the keyboard. Familiar songs, sight-reading, transposition, chords, ensemble playing.

MUA-041 Intermediate Class Piano **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A continuation of MUA-040. Additional music from the classical and popular repertoire. May be taken without prerequisite course with instructor's consent. Prerequisites: MUA-040.

MUA-050 Beginning Class Voice **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Class lessons in voice will provide the non-major student an introduction to the fundamental techniques required to develop a stable and healthy singing voice. Students will explore the roots of vocal identity, breathing system, posture, initiating tone, vocal registration, optimizing tone quality, learning and performing a song. No previous vocal/choral experience necessary.

MUA-060 String Instruments **(1.00–3.00 cr.)**
(Fall or Spring, Once Every Three Semesters)

Students will learn and apply basic pedagogical techniques for the violin, viola, cello, and bass. Emphasis will be placed beginning level performance of violin or viola, and cello or bass. Materials and teaching methods will be thoroughly explored

MUA-068 Guitar Class **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished.

MUA-070 Woodwind Techniques **(2.00 cr.)**
(Fall or Spring, Once Every Three Semesters)

Students will learn proper performance techniques for flute, oboe, clarinet, and bassoon. Areas covered include embouchure, tonguing, tone production, range, transposition, foreign names, and other applications such as instrument repair and maintenance. Appropriate teaching methods for beginning and intermediate players will be discussed and applied.

MUA-080 Brass & Percussion Techniques **(2.00 cr.)**
(Fall or Spring, Once Every Three Semesters)

In the brass portion of the class, students will learn proper performance techniques for trumpet, French horn, trombone, and tuba. In the percussion portion of the class, students will learn to play snare drum and be exposed to the basic skills in timpani, mallet instruments, and accessory percussion instruments. Throughout the semester they will learn appropriate teaching methods for beginning and intermediate players.

INDIVIDUAL INSTRUCTION

Private lessons in the following instruments are available, including technical studies, repertoire, and studies in improvisation appropriate to the student's level of advancement.

MUA-044 Preparatory Piano **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Repertoire may range from beginning materials to more advanced repertoire appropriate to the individual student.

MUA-054 Preparatory Voice **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Repertoire may range from beginning materials to more advanced repertoire appropriate to the individual student.

MUA-105 Composition **(1.00-4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-144 Piano I **(1.00-4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

J.S. Bach—Easier preludes, dance movements, inventions or sinfonias; a sonata-form movement from a Classical period sonata or sonatina; an etude and character piece from the Romantic period; compositions from the Impressionistic or Nationalistic schools; an American composition composed after 1950.

MUA-145 Organ I **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Manual and pedal technique. Bach Eight Little Preludes and Fugues, Orgelbuechelein; Dupre Seventy-Nine Chorales; works of comparable difficulty from all periods; hymn playing.

MUA-146 Harpsichord I **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-154 Voice I **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Position and poise of the body, exercises to enhance vocal freedom through coordination of breath and tone. Emphasis on evenness of tone and smoothness of phrase. Simpler songs from classical literature, English and Italian pronunciation.

MUA-164 Violin I **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)
Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by DeBeriot and Accoloay; sonatinas by Schubert.

MUA-165 Viola I **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-166 Cello I **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-167 Double Bass I **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-168 Guitar I **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)
A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguardo, Giulini. May be taken without course prerequisite with instructor's consent. Prerequisites: MUA-068.

MUA-174 Flute I **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-175 Clarinet I **(1.00–4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

MUA-176 Oboe I **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-177 Saxophone I **(1.00–4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

MUA-178 Bassoon I **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-179 Harp I **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-184 Trumpet I **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-185 French Horn I **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-186 Trombone I **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-187 Euphonium I **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-189 Percussion I **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-205 Composition II **(1.00–4.00 cr.)**
(Fall and Spring, Course Offered Every Year)
Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-244 Piano II **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)
J.S. Bach—A prelude and fugue from WTC, or two contrasting dance movements from a suite; a complete sonata by a Classical composer; a character piece from the Romantic period; a composition such as an etude or toccata from the 20th century; a piece composed since 1950.

MUA-245 Organ II **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)
Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; service-playing, improvisation.

MUA-246 Harpsichord II **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-254 Voice II **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)
Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

MUA-264 Violin II **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)
Scales and arpeggios in three octaves; Mazas Etudes Speciales, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

MUA-265 Viola II **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-266 Cello II **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-267 Double Bass II **(1.00-4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-268 Guitar II **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)
Continued work with technique; Segovia, diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

MUA-274 Flute II **(1.00-4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-275 Clarinet II **(1.00-4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

MUA-276 Oboe II **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-277 Saxophone II **(1.00–4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

MUA-278 Bassoon II **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-284 Trumpet II **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-285 French Horn II **(1.00–4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

MUA-289 Percussion II **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-305 Composition III **(1.00–4.00 cr.)**
(Fall and Spring, Course Offered Every Year)
Composition in various forms for voice, chorus,individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-344 Piano III **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)
J.S. Bach—A prelude and fugue, a complete suite, or toccata; a complete sonata by a Classical or Romantic composer; a piece or movement from the piano ensemble literature.

MUA-345 Organ III **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Bach, smaller works of the mature master period, selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque; service-playing, improvisation.

MUA-346 Harpsichord III **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-354 Voice III **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

MUA-364 Violin III **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Technical work continued; etudes by Kreutzer and Horillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

MUA-365 Viola III **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-366 Cello III **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-367 Double Bass III **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-368 Guitar III **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

MUA-374 Flute III **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-375 Clarinet III **(1.00–4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

MUA-376 Oboe III **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-377 Saxophone III **(1.00–4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

MUA-378 Bassoon III **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-389 Percussion III **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-405 Composition IV **(1.00–4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

MUA-444 Piano IV **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

A major work, or group of shorter works, 10-15 minutes in duration, from the Baroque or Classical periods; a complete sonata or a major single work, 10-15 minutes in duration, from the Classical or Romantic periods; a major work, or group of shorter works, by a Romantic composer; a major work, or group of shorter works, representing the 20th century.

MUA-445 Organ IV **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Bach, larger works of the mature master period; compositions of Franck, Widor, Vieme, Mendelssohn, Reger, and other romantics; early Baroque, larger 20th century compositions; service-playing, improvisation.

MUA-446 Harpsichord IV **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-454 Voice IV **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Technical work continued, stressing flexibility. Total repertory [MUA154 through MUA-454] to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

MUA-464 Violin IV **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

MUA-465 Viola IV **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-466 Cello IV **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-467 Double Bass IV **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-468 Guitar IV **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works; music for guitar and ensemble.

MUA-474 Flute IV **(1.00–4.00 cr.)**
(Fall, Spring, and Summer, Course Offered Every Year)

MUA-475 Clarinet IV **(1.00–4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

MUA-476 Oboe IV **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-477 Saxophone IV **(1.00–4.00 cr.)**
(Fall and Spring, Course Offered Every Year)

MUA-478 Bassoon IV **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

MUA-489 Percussion IV **(1.00–4.00 cr.)**
(Varies, Contact Dept. Head)

RECITALS

MUA-290 Sophomore Recital **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A solo recital (which may be shared by two or three performers). Prerequisites: 4 student recital appearances, approved by the faculty in the student's applied music area, and a hearing at least two weeks prior to the recital. Recital fee assessed.

MUA-390 Junior Recital **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A solo recital (which may be shared by two or three performers), given during the student's junior year. Prerequisites: 6 student recital appearances, approved by the faculty in the student's applied music area, and a hearing at least two weeks prior to the recital. Recital fee assessed.

MUA-391 Lecture-Recital **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The piano pedagogy student will present a lecture-recital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy. Recital fee assessed.

MUA-490 Graduation Recital (Performance majors) **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A 50- to 60-minute recital including music at senior level to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in performance. Performance majors only. Recital fee assessed.

MUA-491 Graduation Recital (B.A. or Music Education Majors) **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A 20- to 60-minute recital, including music at the appropriate level of advancement, to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in music education or for the Bachelor of Arts degree with a major in music. B.A. or music education majors only. For the Bachelor of Arts candidate, a culminating project which combines research and performance may be substituted for a solo or shared recital. This substitution may be made upon recommendation of the faculty. Recital fee assessed.

Music, Ensembles

MUE-134 Meredith Chorus **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Open to all students without audition. Gives approximately two performances per semester on and off of the campus. Students learn to advance their choral performance skills. A wide variety of music is programmed.

MUE-136 Accompanying Class **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. Two credit hours of accompanying class are required for credit in accompanying, or for accompanying a recital. Students are urged to take this class as early in their studies as possible.

MUE-139 Handbell Choir **(1.00 cr.)**
(Varies, Contact Dept. Head)

Handbell ringers perform on and off campus. Students must be able to read music. Instructor's consent required.

MUE-231 Wind Ensemble **(1.00 cr.)**
(Varies, Contact Dept. Head)

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-232 Flute Ensemble **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-233 Chamber Music Ensemble **(1.00 cr.)**
(Varies, Contact Dept. Head)

Rehearsal and performance of chamber music, selected to match the abilities of the students enrolled. Instructor's consent required.

MUE-235 Raleigh Concert Band **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Instructor's consent required.

MUE-236 Accompanying **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. In addition, these students are expected to accompany [with or without credit] every semester, except for the two semesters that they are in a choral ensemble. Normally, one of the following is expected for one hour of credit: a) prepare to accompany a recital for one major; b) ac-company lessons, jury examinations, and student recital appearances for one major; c) accompany lessons and juries for two non-majors [the equivalent of one 60-minute or two 30-minute lessons]; or d) accompany an ensemble. Any work beyond this must be approved by the accompanist's principal applied instructor. Non-music majors may earn credit by accompanying lessons and juries for one 60minute or two 30-minute lessons. Prerequisites: MUE-136.

MUE-237 String Ensemble **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-238 Meredith Orchestra **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled. Instructor's consent required.

MUE-332 Flute Quartet **(1.00 cr.)**
(Varies, Contact Dept. Head)

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Instructor's consent required.

MUE-334 Meredith Chorale **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A select group of approximately 35–45 singers who represent the College in several concerts per semester both on campus and off. A music tour is planned each spring and other off campus experience as opportunity arises. By audition only. Instructor's consent required. This course fulfills the General Education experiential learning requirement.

MUE-335 Encore **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A group of about eight singers who perform small ensemble literature such as jazz, barbershop, madrigal, motets and some popular music. Performances occur both on campus and off. Admission by audition only. Instructor's consent required. Co-requisite courses: for music majors whose principal applied study is voice: MUE-334 or MUE 134

MUE-336 Piano Ensemble **(1.00 cr.)**
(Varies, Contact Dept. Head)

Study of works for piano, four hands or two pianos. Instructor's consent required.

MUE-338 Raleigh Symphony Orchestra **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A community orchestra which rehearses and performs primarily at Meredith. Conductor's and Instructor's consent required.

Philosophy

PHI-105 Philosophy of Religion **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course examines how reason and faith seek in different ways to provide answers to the major questions which people have always asked about the nature and meaning of life. The questions dealt with include the following: What are the various avenues to knowledge, or truth? What are the differing functions of literal and symbolic language? What are the arguments for the existence of God? Can the pluralism of religions be reconciled in unity? Is there a solution to the problem of evil? Is there hope of immortality? Also offered as REL 105.

PHI-201 Introduction to Philosophy **(3.00 cr.)**
(Fall, Course Offered Every Year)

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion.

PHI-205 Political Ideas Seminar **(3.00 cr.)**
(Spring, Course Offered Every Year)

Selected readings from original sources in the area of modern and contemporary political philosophy. Topics covered include democracy, liberalism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. (Required for politics majors, who should take it in their sophomore or junior year.) Also offered as POL-205. Prerequisites: ENG-111.

PHI-210 Critical Thinking **(3.00 cr.)**
(Varies, Contact Dept. Head)

The purpose of the course is to learn to recognize and evaluate informal arguments found in ordinary language and everyday-life situations. Students will work toward the skill of quick recognition of patterns of thought and direct evaluation of the their validity. Belief in the power of rational analysis will be encouraged, so that main points (premises, evidences, and inferences) can be distinguished from minor, irrelevant, or misleading points in various media of communication.

PHI-220 Ethics of Love and Justice **(3.00 cr.)**
(Fall or Spring, Course Offered Every Year)

This course is an introduction to the historical development of ethical thought in the western philosophical and religious traditions. It is organized around the central themes of love and justice as addressed by major thinkers from the ancient past to the present. Students will explore various interpretations of the nature and demands of justice in conversation with the different roles that love and the emotions are seen to play in shaping ethical commitments and practices. Also offered as REL-220.

PHI-251 Ancient Greek Philosophy **(3.00 cr.)**
(Varies, Contact Dept. Head)

An intellectual-historical survey of the Greek mind with its major contributions to Western thought. An effort to uncover major milestones in Greek thinking by understanding some of the historical and cultural movements which issued into the great philosophical systems.

PHI-252 Modern Philosophy **(3.00 cr.)**
(Varies, Contact Dept. Head)

A survey of philosophy in the 19th and 20th centuries, with particular attention to the movements of existentialism and linguistic analysis.

PHI-344 Biomedical Ethics **(3.00 cr.)**
(Fall Or Spring, Course Offered Every Year)

This course explores the ethical implications of technological and economic developments in the areas of health care and medical research relevant to both the general public and health care professionals and researchers. Specific issues covered include professional ethics, reproductive technologies, genetic testing and engineering, organ transplants, biomedical research and health care allocation and access. Prerequisites: one 100-level Religion course, or by permission of the instructor.

PHI-345 Environmental Ethics **(3.00 cr.)**
(Fall Or Spring, Course Offered Alternate Years)

This course explores ethical issues that arise in connection to the environment including: biodiversity; wilderness preservation; pollution; population; private property and common resources; intergenerational justice; environmental public policy; and corporate responsibility. Students will be introduced to the historical traditions of thought with respect to the environment, new and emerging forms of environmental ethics and the practical application of ethical theories and principles to current environmental concerns. Particular attention will be give to the ethical challenges of weighing competing interests and claims of individuals, social groups and institutions, future generations and the broader biotic community. Also offered as REL-345. Prerequisite: One 100-level Religion course, or by permission of the instructor.

Physical Education

PED-110 Swimming for Non-Swimmers **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course designed for non-swimmers with emphasis on water adjustment and basic strokes essential for survival in the water.

PED-113 Synchronized Swimming I **(1.00 cr.)**
(Spring, Course Offered Every Year)

An introduction to synchronized swimming fundamentals including figures, stroke variations and choreography. Prerequisite: knowledge of basic strokes.

PED-120 Beginning Cross Training **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course designed to provide cardiovascular fitness through aerobic dance movements. Includes muscle strength & stretch activities, and various cardiovascular exercises.

PED-121 Aerobic Dance-Cardio Funk **(1.00 cr.)**
(Varies, Contact Dept. Head)

A course designed to provide cardiovascular fitness through aerobic street dance movements.

PED-122 Aerobic Dance-Exercise **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course designed to provide cardiovascular fitness through aerobic dance movements. This course explores aerobic workouts such as hi-lo impact, step, funk, and interval aerobics.

PED-124 Strength Training **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to strength training with emphasis on the basic principles of exercise, and safe and effective training techniques.

PED-125 Aquatic Fitness **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A water aerobics course with emphasis on improving cardiovascular fitness through movement exercise in the water to music. Must be able to swim two lengths of the pool to enroll in this course.

PED-126 Muscle Strength and Stretch **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to a variety of exercises to increase muscular strength, muscular endurance and flexibility using resistance bands and tubes, fit balls, free weights and medicine balls.

PED-127 Conditioning **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course designed to provide students with opportunities to gain knowledge and skills necessary for safe and effective strength training and cardiovascular conditioning. Students will have access to strength machines and free weights, as well as cardiovascular equipment such as stationary bikes, climbers, treadmills and elliptical trainers.

PED-128 Walk, Jog, Run for Health & Fitness **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course designed to provide students with a functional understanding of the health-related fitness components and their effect on daily living and long-term health. Discussion of health risks, nutritional factors and principles of exercise are included. Emphasis is on walking, jogging and running activities as a means of improving health-related fitness, also stresses setting long-term goals to change or maintain wellness.

PED-129 Pilates **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course designed to strengthen core musculature and increase flexibility. Specific attention is given to safe and effective balance, breathing, and posture.

PED-140 Archery **(1.00 cr.)**
(Varies, Contact Dept. Head)

Instruction in target shooting with bow and arrows, safety precautions, equipment use, scoring, and terminology. Recommended for all skill levels.

PED-141 Beginning Badminton **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course designed for beginners which includes instruction in basic badminton skills [grip, strokes, and serve], rules and strategies for singles and doubles play, and in-class competition.

PED-142 Beginning Bowling **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Instruction in ball selection, grip, stance, approach, delivery, bowling etiquette, safety precautions, rules, scoring, and terminology. Taught off campus, transportation not provided. Activity fee assessed.

PED-143 Beginning Golf **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A course designed for beginners which includes instruction in basic golf skills [grip, stance, full-swing with irons, chipping, approach shots, and putting], etiquette, safety precautions, rules, scoring, and terminology. Activity fee assessed.

PED-146 Beginning Tennis **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A beginning course which includes instruction in basic tennis skills [grip, groundstrokes, serve, and volley], rules and strategies for singles and doubles play, and in-class competition. Must supply own racket.

PED-147 Beginning Fencing **(1.00 cr.)**
(Spring, Course Offered Every Year)

The art of swordplay will be introduced to students in a safe and controlled manner. Students will learn mobility and manipulative skills to attack and defend themselves against an opponent. Students will also learn the history and etiquette of this ancient sport, as well as gain knowledge of how to officiate fencing bouts.

PED-148 Yoga **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course provides a foundation for beginners. Students learn warm-up and breathing exercises, as well as basic Yoga asanas. Particular attention is given to exploring the internal support for external alignment and posture.

PED-149 Beginning Karate **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course is to serve as an introduction to the American Karate system for the purpose of improving flexibility, balance, muscular strength, movement coordination, and cardiovascular fitness. Through a systematic training program of repetition, the student will learn the application of simple karate techniques and gain the ability to defend herself in an attack situation. Activity fee assessed.

PED-150 Beginning Ice Skating **(1.00 cr.)**
(Fall, Course Offered Every Year)

Instruction in ice-skating for beginners. Instruction provided at The Ice House in Cary. Transportation not provided. Activity fee assessed.

PED-152 Folk and Square Dance **(1.00 cr.)**
(Fall, Even-Numbered Years Only)

An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels. Also offered as DAN-152.

PED-157 Country Line Dance **(1.00 cr.)**
(Varies, Contact Dept. Head)

Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. Also offered as DAN-157.

PED-161 Beginning Basketball **(1.00 cr.)**
(Varies, Contact Dept. Head)

A beginning level course which includes instruction in shooting, passing, ball-handling, basic offensive and defensive strategies; opportunity for team play.

PED-162 Beginning Soccer **(1.00 cr.)**
(Varies, Contact Dept. Head)

A beginning level course which includes instruction in shooting, ball-handling, goal-tending, basic offensive and defensive strategies; opportunity for team play.

PED-163 Beginning Softball **(1.00 cr.)**
(Fall, Course Offered Every Year)

A beginning level course which includes instruction in basic fast-pitch softball skills [hitting, fielding, and base-running], basic offensive and defensive strategies; opportunity for team play. Fast-pitch experience NOT required.

PED-164 Beginning Volleyball **(1.00 cr.)**

(Varies, Contact Dept. Head)

A beginning level course which includes instruction in setting, passing, hitting, serving; basic offensive and defensive strategies; opportunity for team play.

PED-165 Beginning Lacrosse **(1.00 cr.)**

(Varies, Contact Dept. Head)

A beginning course which includes instruction of Native American traditions and history, basic skills, rules, and strategies needed to develop a rudimentary level of competency in the sport of lacrosse in order to participate at a level that maintains or improves overall health. Students will also learn about basic offensive and defensive tactics and strategies essential to appropriate competition. This is a fast-paced and physically active team sport which also requires teamwork and sportsmanship.

PED-210 Swimming **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An intermediate level course that includes stroke mechanics, physical conditioning, safety skills and an introduction to selected aquatic activities.

PED-212 Scuba Diving **(1.00 cr.)**

(Varies, Contact Dept. Head)

A course designed to teach basic theory and skills necessary for skin and scuba diving. Students have the opportunity for open water experience and certification. Prerequisite: intermediate swimmer with knowledge of basic strokes. Activity fee assessed.

PED-220 Advanced Cross Training **(1.00 cr.)**

(Varies, Contact Dept. Head)

This advanced level fitness class is for participants with a moderate to advanced level of muscular and cardio-respiratory fitness. Students will participate in a variety of moderate to intense fitness activities. The course includes muscle strengthening and stretching exercises in addition to aerobics, step, plyometric and conditioning activities.

PED-228 Kick Boxing Aerobics **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A fitness course with emphasis on combining boxing punches and footwork with kicks and blocks from martial art forms. Conditioning exercises such as plyometric, agility drills, push-ups, punch-kick combinations, abs, and flexibility training are included.

PED-232 Selected Sports Activities **(1.00 cr.)**

(Fall, Even-Numbered Years Only)

An introduction to flag football, lacrosse, speedball, floor hockey, pickleball, and selected recreational sport activities. Includes instruction in basic skills, strategies, and rules.

PED-233 Outdoor Leisure Pursuits **(1.00 cr.)**

(Fall, Odd-Numbered Years Only)

This course will provide an overview of outdoor recreation skills and related activities. Students will be provided with opportunities to gain the skills and knowledge required to engage in various outdoor leisure activities such as orienteering, Ultimate Frisbee, and outdoor education. Student will be introduced to low-risk adventure activities and community options for participation in outdoor recreation. At least one off-campus activity is required. Off-campus selection may require a fee.

PED-241 Intermediate Badminton **(1.00 cr.)**

(Varies, Contact Dept. Head)

Refinement of badminton skills with an emphasis on drills and strategies for singles and doubles play with in-class competition. May be taken without prerequisite course with instructor's consent. Prerequisites: PED-141 or equivalent experience/skill.

PED-242 Intermediate Bowling **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Review of basic bowling skills and refinement of the delivery, approach, and spare conversion; opportunity for competitive matches. Taught off-campus, transportation not provided. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Prerequisites: PED-142 or equivalent experience/skill.

PED-243 Intermediate Golf **(1.00 cr.)**

(Varies, Contact Dept. Head)

Refinement of golf skills with instruction on full-swing with irons and woods, chipping, approach shots, sand play and putting; rules, scoring and course management. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Prerequisites: PED-143 or equivalent experience/skill.

PED-246 Intermediate Tennis **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Review of basic tennis skills with an emphasis on footwork, groundstrokes, service, volley, lobs, overheads, rules and strategies for singles and doubles and in-class competition. Must bring own racket. May be taken without prerequisite course with instructor's consent. Prerequisites: PED-146 or equivalent experience/skill.

PED-249 Intermediate Karate **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

This intermediate course is to serve as an extension of Karate I. The student will be encouraged to test for the rank of Green Tip in this class. The Karate II students will learn advanced Katas, Self Defense, and sparring. May be taken without course prerequisite with instructor's consent. Activity fee assessed. Prerequisites: PED-149 or equivalent experience/skill.

PED-310 Swim Conditioning **(1.00 cr.)**

(Varies, Contact Dept. Head)

A course with emphasis on physical conditioning through lap swimming and refinement of all strokes. Prerequisites: PED-210 or equivalent experience/skill.

PED-311 Lifeguard Training **(2.00 cr.)**

(Fall and Spring, Course Offered Every Year)

A course designed for strong swimmers seeking an American Red Cross Lifeguarding certificate. Prerequisite: intermediate swimmer with knowledge of basic strokes. Activity fee assessed.

PED-312 Water Safety Instructor **(2.00 cr.)**

(Varies, Contact Dept. Head

A course to train students to teach American Red Cross water safety courses. Prerequisite: intermediate swimmer with knowledge of basic strokes.

PED-313 Synchronized Swimming II **(1.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Aqua Angels (performing group); advanced skills with emphasis on show production. Audition required. May be taken without prerequisite course with instructor's consent. Pass/fail grading only. Prerequisites: PED-113.

PED-346 Advanced Tennis **(1.00 cr.)**
(Varies, Contact Dept. Head)

Refinement of tennis skills with an emphasis on volley, lobs, overheads, dropshots, drills and strategies for singles and doubles play and in-class competition. Must supply own racket. May be taken without course prerequisite with instructor's consent. Prerequisites: PED-246 or equivalent experience/skill.

PED-349 Advanced Karate **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This advanced course is to serve as an extension of Karate II. The student will be expected to expand her skill level and knowledge of Kata, Self Defense, and Sparring. She will be encouraged to complete the requirements for Green Belt. May be taken without prerequisite course with instructor's consent. Activity fee assessed. Prerequisites: PED-249 or equivalent experience/skill.

PED-471 Intercollegiate Basketball **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Winter season (1 hour, Fall; 1 hour Spring). Must be a full time Meredith student to participate. Pass/fail grading only.

PED-472 Intercollegiate Soccer **(2.00 cr.)**
(Fall, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall season (2 hours, Fall). Must be a full time Meredith student to participate. Pass/fail grading only.

PED-473 Intercollegiate Cross-Country **(2.00 cr.)**
(Fall, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall season (2 hours, Fall). Must be a full-time Meredith student to participate. Pass/fail grading only.

PED-475 Intercollegiate Volleyball **(2.00 cr.)**
(Fall, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall season (2 hours, Fall). Must be a full time Meredith student to participate. Pass/fail grading only.

PED-476 Intercollegiate Tennis **(2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Fall and Spring season (2 hours, Fall; 2 hours Spring). Must be a full time Meredith student to participate. Pass/fail grading only.

PED-477 Intercollegiate Fastpitch Softball **(2.00 cr.)**
(Spring, Course Offered Every Year)

Membership is by tryout. A physical examination immediately preceding sports season is required. Spring season [2 hours, spring]. Must be a full time Meredith student to participate. Pass/fail grading only.

Physics

PHY-100 Principles of Physical Science **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

A study for the non-science major of the fundamental principles of physical science with emphasis on their relevant applications.

PHY-202 Introduction to Astronomy **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

This course provides an introduction to basic astronomy. Topics include the history of astronomy, the solar system, stellar structures and lifetimes, galaxies and other objects outside the solar system, optics and cosmology. The student will learn basic observing techniques including chart reading, constellation identification, and telescope viewing. The course includes a "hands-on" component in which the student constructs and takes data with simple astronomical instruments.

PHY-203 Science and Human Values **(3.00 cr) .**
(Fall, even-numbered years only)

This course provides an overview of the development of some of the great ideas in the natural sciences, the evidence for these ideas, and the process by which these ideas came to be accepted. Students will explore how these ideas have influenced society, our understanding of our place in the universe, our understanding of what it means to be human, and our values. Also offered as CHE 203 and SCI 203. Prerequisites: One laboratory science course (BIO 101/141, CHE 111/141, GEO 200/240, or PHY 211/241

PHY-211 General Physics I **(3.00 cr.)**
(Fall, Course Offered Every Year)

A study of mechanics, thermodynamics, and waves. Three lectures per week. High school physics or PHY-100 is strongly recommended as a prerequisite to this course. Prerequisites: MAT-211. Corequisite courses: PHY-241.

PHY-212 General Physics II **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of electricity, magnetism, optics and modern physics. Three lectures a week. Prerequisites: PHY-211, PHY-241. Corequisite courses: PHY-242.

PHY-241 General Physics I Laboratory **(1.00 cr.)**
(Fall, Course Offered Every Year)

Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours per week. Corequisite courses: PHY-211.

PHY-242 General Physics II Laboratory **(1.00 cr.)**
(Spring, Course Offered Every Year)

Laboratory studies in electricity, magnetism, optics, and modern physics. Two laboratory hours per week. Prerequisites: PHY-211 PHY-241. Corequisite courses: PHY-212.

PHY-299 Introduction to Research **(1.00–2.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in original laboratory research. Students will submit their findings in a formal written report and will give an oral presentation. Students will be expected to spend two to three hours per week in the laboratory and one to two hours per week outside the laboratory for each semester hour credit. PHY-211 is strongly recommended as a prerequisite for this course. Course may be repeated for a total of three hours credit.

PHY-430 Atomic and Molecular Structure **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

A study of the modern theories of atomic and molecular structure and chemical bonding. Also offered as CHE-430. Three lectures per week. Prerequisites: CHE-112, PHY-212, MAT-211.

PHY-499 Research **(1.00–2.00 cr.)**

(Fall and Spring, Course Offered Every Year)

Open to junior and senior science or mathematics majors or others by permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of three semester hours. Prerequisite: PHY-212.

Political Science

POL-100 American Political Systems **(3.00 cr.)**

(Fall and Spring, Course Offered Every Year)

An introduction to American government and politics with an emphasis on the basic constitutional structure of the government and on the political institutions that surround it. Attention given to current political events and issues.

POL-203 Contemporary American Policy & Politics **(3.00 cr.)**

(Fall, Course Offered Every Year)

A study of public policies and the political processes that support them. Models and methods used by policy analysts will be studied.

POL-204 Modern Political Systems **(3.00 cr.)**

(Spring, Even-Numbered Years Only)

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, authoritarian and developing systems are considered.

POL-205 Political Ideas Seminar **(3.00 cr.)**

(Spring, Course Offered Every Year)

Selected readings from original sources in the area of modern and contemporary political philosophy. Topics covered include democracy, liberalism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. [Required for political science majors who should take it in their sophomore or junior year.] Also offered as PHI-205. Prerequisites: ENG-111.

POL-207 Political Leadership Practicum **(3.00 cr.)**

(Fall, even years only)

Students will design and implement the Meredith Votes campaign, a campus-wide, nonpartisan voter registration, education and turnout effort. This is a service learning course.

POL-210 International Politics **(3.00 cr.)**

(Fall, Course Offered Every Year)

An introduction to world politics. A survey of current issues and trends in major regions and the principles of interactions among nations, blocks, international organizations, and multinational corporations.

POL-282 The Modern Middle East **(3.00 cr.)**

(Spring, Course Offered Every Year)

This course will address cultural, social and political issues in the Middle East in the late 19th and especially in the 20th century. Topics covered will include imperialism, nationalism, the creation of modern states, the Palestinian-Israeli conflict, the Iranian Revolution, the politics of oil, U.S. - Middle East relations, and the emergence of activist Islamic groups. Also offered as HIS-282.

POL-300 Law and Society **(3.00 cr.)**

(Spring, Course Offered Every Year)

An introduction to the nature and function of law, to the structure and operation of the court systems of the United States and to the legal professions. Also considers current legal controversies.

POL-301 Constitution & Rights of Americans **(3.00 cr.)**

(Fall, Course Offered Every Year)

The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking.

POL-305 Introduction to Public Administration **(3.00 cr.)**

(Spring, Even-Numbered Years Only)

An introduction to the field of public administration. The executive branch of American government will be examined. Methods, theories, and skills of administration in the public sector will be studied.

POL-309 Politics of the Vietnam War **(3.00 cr.)**

(Varies, Contact Dept. Head)

The course will offer an in-depth examination of the war in Vietnam and the participation of the United States in that war. There will be an extensive study of the causes of the war. The political environment of the prosecution and termination of the conflict will be addressed. Foreign and defense policy will be a primary perspective.

POL-310 Gender Issues in Law & Policy **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

This course explores current law and policy concerning contemporary gender issues as well as conflicting perspectives on those issues. Students will critically analyze and compare a wide range of different feminist and masculinist approaches to issues like workplace discrimination, violence against women, abortion and pornography.

POL-320 International Political Economy **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

This course examines the politics of international economic relations between countries and in the world as a whole. The course orients students with the basic underpinnings of international economic policymaking and the basic theoretical paradigms of the field of international political economy Specific topics of discussion include the politics of international trade, the effect of globalization on the U.S. economy and political system, the role of multinational corporations and nongovernmental organizations in global politics, relations between the developed and developing worlds, and the rise of regional economic blocs.

POL-330 US & the World in the 20th Century **(3.00 cr.)**

(Spring, Odd-Numbered Years Only)

A study of global issues involving the United States vis-ˆ-vis Europe, the former Soviet Union, Latin America, Africa, Near East, and Asia. May be taken for credit in political science or history. Also offered as HIS-330.

POL-331 Environmental Politics & Policy **(3.00 cr.)**

(Spring, Even-Numbered Years Only)

This course will examine the politics and policy of environmental issues both in the United States and globally. We will study the forces and constraints that shape policy at local, state and national levels of government. We will also examine the issues and problems of the global environment and international policy being developed to address those issues. Students will examine and assess proposed solutions to the problems.

POL-334 Research Design and Methods **(3.00 cr.)**
(Varies, Contact Dept. Head)

This course provides a broad overview of the nature of inquiry in political science and is intended to give students an understanding of how to do empirical research. Students will finish the course knowing how philosophy of science, research design and statistical and causal inference are understood in the discipline of political science. To be taken before POL 498/9.

POL-340 State & Local Political Systems **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

This course provides a survey of politics and policy at the state and local levels of government. Institutions, processes, and behaviors of governments and political participants will be studied. The federal system will be examined from the viewpoint of states and localities.

POL-341 Colloquium in N.C. Politics **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

Students will apply knowledge gained in POL-340 to the special case of North Carolina. Along with appropriate readings and assignments, we will visit suitable institutions and attend events. Examples of these include: a session of the legislature, legislative committee meetings, and oral legal arguments. Students will have the opportunity to interact with officials, representatives, lobbyists, and others active in North Carolina state politics. Corequisite courses: POL-340.

POL-350 Congress and the Presidency **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course will examine the elective branches of government: the Congress and the President. Students will examine the structure and function of each branch separately and then study the relationship of each to the other.

POL-360 British Parliamentary Government **(3.00 cr.)**
(Meredith Abroad, Course Offered Every Year)

This course introduces students to the nature and background of the British form of government with an emphasis on Parliament and the European Union. Because this course is taught in London and meets several times in Westminster Palace, students have a unique opportunity to observe government at work. Students supplement what they learn in class and in their texts with what they see as they attend committee meetings and sessions of both Houses and what they hear from the broad spectrum of members of Parliament, peers, and parliamentary staff who speak to them.

POL 370 Topics in Model United Nations **(1.00–3.00)**
(Varies, Contact Dept. Head)

This course will introduce students to the origins, functions, structure and issues facing the contemporary United Nations and prepare a student delegation to participate in a Model United Nations conference. Participation in the conference is a requirement for the course. Students will earn 3 credits the first time they complete this course. The course may be repeated for 1–2 hours of credit.

POL-498 Honors Thesis in Political Science **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Each senior major in the Honors and/or Teaching Fellows Program must choose, research, write and also present orally an honors thesis that reflects her training, interests, and/or career direction. Each student who plans to write an honors thesis must, in consultation with a departmental adviser, identify a viable topic before she registers for POL-498. Prerequisites: POL-205.

POL-499 Senior Research **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Under the direction of the appropriate faculty member, the student will formulate and execute an original research project that will culminate in a paper. Required of all political science majors not taking POL-498. Ordinarily taken during the fall semester. Instructor's consent required. Prerequisites: POL-205.

Psychology

PSY-100 Introduction to Psychology **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to the scientific study of behavior and consciousness, including topics such as the neurobiological basis of behavior, perception, learning, memory and thinking, motivation, personality, normal and abnormal behavior, psychotherapy, and social factors in behavior.

PSY-120 Stress Management **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The concept of stress in daily life is defined, and both general and specific sources are examined. The effects of stress and benefits of stress reduction are discussed. Experientially, students learn how to use techniques for reducing stress and promoting relaxation. Prerequisite: PSY-100.

PSY-200 Statistical Methods in Psychology **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, nonparametric techniques, and analysis of variance. Basic computer skills required. Prerequisite: PSY-100.

PSY-210 Life Span Developmental Psychology **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A study of characteristics and changes from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development. Prerequisite: PSY-100 or EDU-234.

PSY-212 Psychology of Gender Roles **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

The understanding of gender roles from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of gender differences, the effects of body states on personality, psychophysiological dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles the different sexes play during their lifetimes. Prerequisite: PSY-100.

PSY-299 Introduction to Research in Psychology (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in the execution of an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to freshmen and sophomores. May be repeated for credit for a maximum of six semester hours. Prerequisite: PSY-100.

PSY-300 Research Methods in Psychology (4.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the history, methods, and ethics of general experimental psychology. Research studies will be developed, executed, analyzed, and reported in American Psychological Association style. Basic computer skills required. Prerequisites: PSY-100, PSY-200.

PSY-310 Psychology of Children and Adolescents (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A comprehensive review of development from infancy to adolescence, with an emphasis on factors which influence growth and learning. Applications of research and theory are directed toward designing appropriate interventions with children in individual and group settings. Prerequisite: PSY-100.

PSY-312 Psychology of Exceptional Individuals (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An introduction to the psychological and educational issues associated with the major exceptionalities. Field observation is often a component of this course. Prerequisite: PSY-100 or EDU-234.

PSY-320 Abnormal Psychology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders, dissociative disorders, personality disorders, affective disorders, schizophrenic disorders, and chronic brain syndromes. Prerequisite: PSY-100.

PSY-324 Conditioning and Behavior Modification (3.00 cr.)
(Spring, Course Offered Every Year)

An examination of the principles of classical and operant conditioning including reinforcement, stimulus control, and extinction, and the application of these principles in a variety of settings, including the control and modification of one's own behavior. Prerequisite: PSY-100.

PSY-330 Neuropsychology (3.00 cr.)
(Fall, Course Offered Every Year)

A survey of the functional anatomy of the nervous system. Special emphasis on current views of the contributions of various subsystems to psychological phenomena. Prerequisite: PSY-100.

PSY-332 Perception (3.00 cr.)
(Spring, Course Offered Every Year)

A study of the various senses and how they function. How needs, desires, expectations, and previous experiences influence perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception. Prerequisite: PSY-100.

PSY-334 Animal Behavior (3.00 cr.)
(Spring, Course Offered Every Year)

An introduction to the scientific study of animal behavior, a synthesis of comparative psychology and ethology. Students will also be introduced to genetic influences upon behavior, primate behavior, and paleoanthropology. Prerequisite: PSY-100.

PSY-340 Community Field Experience (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A field experience in psychology involving application of knowledge and skills in community agencies, mental health services, business, government, or educational settings which provides students with exposure to and experience in the profession of psychology. Attendance at a biweekly seminar and completion of a written project is required. May be repeated for credit. A maximum of 5 credit hours may be earned. Instructor's consent required. Prerequisite: PSY-100.

PSY-342 Autism Practicum (2.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A practicum course providing students with an opportunity to use applied behavioral analysis techniques to work with preschool children with autism. Each student is assigned to a child's team and works with that child on a one-to-one basis in the Meredith Autism Program Lab and in the child's home. May be repeated for credit. Prerequisite: PSY-100.

PSY-410 Social Psychology (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attraction, self consistency, aggression, altruism, and social cognition. Prerequisite: PSY-100.

PSY-420 Theories of Personality (3.00 cr.)
(Spring, Course Offered Every Year)

Major contemporary theories of personality. Theories evaluated in light of research findings. Prerequisite: PSY-100.

PSY-422 Psychological Testing and Evaluation (3.00 cr.)
(Fall, Course Offered Every Year)

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Prerequisites: PSY-100, PSY-200.

PSY-424 Theory and Practice in Counseling (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. Intensive class interaction is expected. Observation, interviewing, role playing and videotaping are used in the course. A variety of theories are introduced. The student is strongly encouraged to take Abnormal Psychology or Theories of Personality before taking this course. Junior/senior status. Instructor's consent required. Prerequisite: PSY-100.

PSY-430 History and Systems in Psychology (3.00 cr.)
(Spring, Course Offered Every Year)

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th- and early 20th-century psychological pioneers. Prerequisite: PSY-100.

PSY-432 Memory, Language and Cognition (3.00 cr.)
(Fall, Course Offered Every Year)

A survey of the major theories and empirical findings in the field. Emphasis is placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problem solving. Prerequisite: PSY-100.

PSY-440 Special Topics in Psychology (1.00–3.00 cr.)
(Fall or Spring, Course Offered Every Year)

A course focused on a special topic in psychology. Topics will be chosen in accord with faculty and student interest. Intended for students of demonstrated maturity, usually indicated by upper class standing. Topics may include current trends in research and/or professional issues [e.g., multicultural counseling, environmental psychology, research in gerontology]. A description of the topic will be included in the registration schedule for the upcoming semester. May be repeated for credit but no more than three hours may be applied to the 18-hour minor requirement. Instructor's consent required. Prerequisite: PSY-100.

PSY-498 Honors Thesis in Psychology (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. The project must meet Honors Program thesis requirements as well as the expectations of the psychology faculty. Open to seniors in the Honors and/or Teaching Fellows Programs who are majoring in psychology. Prerequisites: PSY-100, PSY-200 and PSY-300.

PSY-499 Research in Psychology (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and the faculty mentor is required for registration. Open to junior and senior psychology majors or minors and others by permission of the instructor. May be repeated for credit for a maximum of six semester hours. Prerequisites: PSY-100, PSY-200 and PSY-300.

Religion

REL-101 Religions in the United States (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is an exploration of the changing religious landscape of the United States, looking at the history and dynamic interaction of the various religious traditions that compose the contemporary American religious scene. We will explore global religious traditions as expressed in the American context, as well as some culturally specific traditions. Throughout we will maintain a dual focus on how the various religious traditions are changing in the American environment and how America is changing in this new multi-religious context.

REL-102 World Religions (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

An exploration of major eastern and western religious traditions including, but not limited to, Buddhism, Hinduism, Judaism, Christianity, and Islam. In addition to looking at the historical development of such traditions, this course addresses issues concerning current religious practice and the role of major religious traditions in contemporary society.

REL-103 Biblical Literature and History (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

A study of the canonical literature of the Jewish and Christian traditions. This course will explore how this diverse body of literature relates to its social and historical contexts. The focus will be on acquiring tools from a variety of academic approaches to reading the Bible. This course will enable students to understand how interpretive choices have been made in the reading of biblical texts and to reflect on how diverse ways of interpreting the Bible have shaped culture and continue to do so.

REL-104 Religious Ethics and Social Issues (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This is an introductory course in ethical reflection which explores contemporary social issues from a variety of religious and philosophical traditions. Issues covered pertain to personal concerns such as sexuality, marriage, and reproduction, as well as broader societal issues regarding our economic lives and the environment.

REL-105 Philosophy of Religion (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course examines how reason and faith seek in different ways to provide answers to the major questions which people have always asked about the nature and meaning of life. The questions dealt with include the following: What are the various avenues to knowledge, or truth? What are the differing functions of literal and symbolic language? What are the arguments for the existence of God? Can the pluralism of religions be reconciled in unity? Is there a solution to the problem of evil? Is there hope of immortality? Also offered as PHI-105.

REL-200 Introductory Topics in Religious Studies (3.00 cr.)
(Course Offered As Needed)

An introductory study of selected topics within the area of religious studies as determined by faculty expertise and student interest. Topics may take a thematic, historical or comparative approach within the following areas: religion and culture, religion and society, religious ethics, religious thought and sacred texts. The course may be repeated for credit. Prerequisite: one 100-level Religion course, or by permission of the instructor.

REL-201 Introduction to Religious Studies (3.00 cr.)
(Spring, Alternate Years)

This is a seminar devoted to the theories and methods in the academic study of religion from its beginnings in the 19th century until the present. Key theories and theorists will be discussed with a goal of developing basic knowledge of the issues in the field. This course will not be a prerequisite to other courses. Prerequisite: one 100-level Religion course or by permission of the instructor.

REL-220 Ethics of Love and Justice (3.00 cr.)
(Fall or Spring, Course Offered Every Year)

This course is an introduction to the historical development of ethical thought in the western philosophical and religious traditions. It is organized around the central themes of love and justice as addressed by major thinkers from the ancient past to the present. Students will explore various interpretations of the nature and demands of justice in conversation with the different roles that love and the emotions are seen to play in shaping ethical commitments and practices. Also offered as PHI 220.

REL-250 Religion and Film (3.00 cr.)
(Fall or Spring, Course Offered Every Year)

This course looks at the importance of religious thought in world cinema. It will consider a wide variety of films — from independent to mainstream Hollywood blockbusters — and will provide students with background knowledge of the religious tradition relevant to each film. After introductory readings on film theory, students will critically assess the form and content of films selected from different world cultures. Prerequisite: one 100-level Religion course, or by permission of the instructor.

REL-251 Introduction to Buddhism (3.00 cr.)
(Varies, Contact Department Head)

This course presents the religious philosophy, practices and cultural developments of Buddhism from 6th century BCE India to present-day America. In the course of this study, we will examine Buddhist ideas about the nature of existence, the basis of knowledge, the nature and path to salvation, psychology, ethics, aesthetics, gender and mind-body issues. Prerequisite: One 100-level Religion course, or by permission of the instructor.

REL-252 Religion and Art in Asia (3.00 cr.)
(Varies, Contact Department Head)

This course explores religious thought and expression in the pan-Asian sphere. It travels to India, China, Japan and beyond to investigate how the visual and performing arts can be seen as both expressions of and constructions for the sacred. Religious art and architecture, material culture, garden design, fashion design, interior design, martial arts, dance, music, ritual performance, tea ceremony and popular culture will be considered in the context of Asian religious thought and philosophy. Also offered as Art 220. Prerequisite: One 100 level Religion course, or by permission of the instructor.

REL-262 Jesus and the Gospels (3.00 cr.)
(Spring Semester, Every Year)

This course examines the varied and multiple ways that Jesus is portrayed in the New Testament gospels and other Christian gospels. The modern quest for the historical Jesus is a focal point of this course, and students will examine a variety of historical, literary and theological problems posed by the gospel texts and the quest. This course meets the general education literature requirement. Prerequisite: One 100 level Religion course, or by permission of the instructor.

REL-265 Prophetic Elements in Biblical Traditions (3.00 cr.)
(Varies, Contact Dept. Head)

A study of the prophetic books of the Old Testament, with attention to their contemporary value. This course meets the general education literature requirement. Prerequisite: One 100 level Religion course, or by permission of the instructor.

REL-267 Christian Origins: From Cult to Empire (3.00 cr.)
(Varies, Contact Department Head)

A study of the development and diversity of early Christian life and thought as reflected in literature spanning from the New Testament letters of Paul to the writings of St. Augustine in the fifth century. Topics will include the spread of Christianity and the formation of the early church; persecution and martyrdom; heresy and orthodoxy; women's roles; social issues; asceticism and sainthood. Prerequisite: One 100 level Religion course, or by permission of the instructor.

REL-268 Women and the Bible (3.00 cr.)
(Fall or Spring Semester, Alternate Years)

A study of the status of women in the Old and New Testament cultures, the understandings of women in biblical theology, and the role of women in the events of biblical history. Prerequisite: One 100 level Religion course, or by permission of the instructor.

REL-282 Introduction to Christianity (3.00 cr.)
(Varies, Contact Dept. Head)

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods. Prerequisite: one 100-level Religion course, or by permission of the instructor.

REL-283 Mothers, Mystics and Martyrs:
Women in the Christian Tradition (3.00 cr.)
(Varies, Contact Dept. Head)

A survey of the role of women in the history of Christianity, from the time of the early church to the modern period. Attention will be given to outstanding individuals and significant movements as well as to the social and theological settings out of which they emerged. Prerequisite: One 100 level Religion course, or by permission of the instructor.

REL-284 Sin, Satan, and Evil (3.00 cr.)
(Varies, Contact Dept. Head)

A study of beliefs, images, and stories about sin and evil in the religious traditions of Judaism and Christianity, focusing around the figure of Satan and patterns of belief and disbelief in Western religious history. Prerequisite: One 100 level Religion course, or by permission of the instructor.

REL-285 Theology & Contemporary Lit (3.00 cr.)
(Varies, Contact Department Head)

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, DeVries, Steinbeck, Tennessee Williams, and Updike. This course meets the general education literature requirement. Prerequisite: One 100 level Religion course, or by permission of the instructor.

REL-287 Latin American Liberation Theology (3.00 cr.)
(Spring Semester, Alternate Years)

Liberation Theology is a religious movement which uses the biblical teachings of Jesus and the Hebrew prophets with the social sciences to argue and work for social justice. In this course, we will examine its origins in 1960s Latin America, its development in subsequent decades, and the challenges it faces due to current shifting economic, political, and religious trends. This course is taught as a CORE-200 linkage with HIS-200, Latin American History. Films about Latin America are the centerpiece of this linkage. Prerequisite: One 100- level Religion Course, or by permission of the instructor.

REL-299 Introduction to Research in Religious Studies (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research project that will culminate in a paper and, if appropriate, a presentation. A research proposal form completed by the student and faculty mentor is required for registration. Prerequisite: one 100-level Religion course.

REL-342 Psychology of Religion (3.00 cr.)
(Varies, Contact Department Head)

A study of different psychological approaches that take religious beliefs, practices, moralities and experiences as their object of study. The course draws upon theories from depth psychology and humanistic schools of thought and the findings of empirical forms of psychological theory and research. Prerequisite: One 100-level Religion course, or by permission of the instructor.

REL-344 Biomedical Ethics (3.00 cr.)
(Fall or Spring, Course Offered Every Year)

This course explores the ethical implications of technological and economic developments in the areas of health care and medical research relevant to both the general public and health care professionals and researchers. Specific issues covered include professional ethics, reproductive technologies, genetic testing and engineering, organ transplants, biomedical research and health care allocation and access. Also offered as PHI-344. Prerequisite: One 100-level Religion course, or by permission of the instructor.

REL-345 Environmental Ethics (3.00 cr.)
(Fall or Spring, Course Offered Alternate Years)

This course explores ethical issues that arise in connection to the environment including: biodiversity; wilderness preservation; pollution; population; private property and common resources; intergenerational justice; environmental public policy; and corporate responsibility.

Students will be introduced to the historical traditions of thought with respect to the environment, new and emerging forms of environmental ethics and the practical application of ethical theories and principles to current environmental concerns. Particular attention will be give to the ethical challenges of weighing competing interests and claims of individuals, social groups and institutions, future generations and the broader biotic community. Also offered as PHI-345. Prerequisite: One 100 level Religion course, or by permission of the instructor.

REL-346 Anthropology of Religion **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course focuses on the ways in which religion and human culture intersect. We will look at such themes as myth, symbol, magic and ritual and see how they contribute to the formation of human societies. Students will engage in a local field research project to learn how anthropologists study religion. Offered as CORE-407. Prerequisite: one 100-level Religion course, or by permission of the instructor.

REL-351 Comparative Mysticism **(3.00 cr.)**
(Varies, Contact Department Head)

This course explores the remarkable phenomenon of mysticism: the direct experience of the sacred, however it may be defined. It will present major theoretical approaches to the study of mysticism before discussing the textual accounts and visual expressions of mystics throughout the world and throughout history. Primary emphasis will be given to Hindu-Buddhist and Christian sources, though other varieties of mystical experience will also be considered. Prerequisite: one 100-level Religion course, or by permission of the instructor.

REL-383 Religion in U.S. History **(3.00 cr.)**
(Varies, Contact Department Head)

A study of the religions of the United States from the pre-colonial period to the present. Special attention to the impact of religious beliefs and practices in the shaping of U.S. culture and society. Focus will be placed on major periods, movements, and events and their connections to religious experience: the founding of the republic and civil religion, denominationalism and revivalism, frontier and utopian quests, Protestant/Catholic/Jewish interaction, slavery and civil rights, science and fundamentalism, secularism and pluralism. Also offered as HIS-383. Prerequisite: one 100-level Religion course, or by permission of the instructor.

REL-385 Europe in the Middle Ages **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

This course will survey major developments in western Europe from roughly 400 CE to 1300 CE. It will use primary and secondary sources to explore the growth of a distinctly European civilization upon its Judaeo-Christian, classical and Germanic roots, and will trace the expression of this civilization through its political, religious and educational institutions; its formal religious thought and vernacular literature; its art, architecture and music; and its interactions with different cultures both within and beyond its borders. Specific topics covered will include the Germanic invasions, monasticism, the conversion of Europe, the growth of the manorial and feudal systems, scholastic thought in the universities, heresy and the crusades, the growth of representative government and others. Also offered as HIS-385.

REL-387 Age of Renaissance/Reformation **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

This course will work primarily through class discussion of primary sources to understand the changes in outlook expressed in the Renaissance, the Reformation and the Scientific Revolution between the fourteenth and seventeenth centuries. In particular, it will focus upon the transition from medieval toward modern attitudes in areas such as historical and scientific thought, political and educational theory, philosophy, art, music and religious thought and practice. It will also address the economic, social and political variables that underlay these changes in intellectual life, as well as the impact that these ideas had upon European society. Students will be encouraged to explore individual interests from their own major fields and personal backgrounds. Also offered as HIS-387.

REL-389 God and the Search for Meaning **(3.00 cr.)**
(Fall or Spring, Course Offered Alternate Years)

This course explores the development of major Christian concepts, such as the existence and nature of God, the person of Jesus, the meaning of being human, and the role of the church. This course will examine each concept from the point of view of several historically influential theologians — Augustine, Aquinas, Luther, Calvin — as well as significant contemporary theologians. Prerequisite: One 100 level Religion course, or by permission of the instructor.

REL-400 Selected Topics in Religious Studies **(3.00 cr.)**
(Course Offered As Needed)

A study of selected topics within the area of religious studies as determined by faculty expertise and student interest. Topics may take a thematic, historical or comparative approach within the following areas: religion and culture, religion and society, religious ethics, religious thought and sacred texts. The course may be repeated for credit. Prerequisite: one 100-level Religion course, or by permission of the instructor.

REL-497 Seminar **(3.00 cr.)**
(Fall, Course Offered Every Year)

Open to seniors who have had a minimum of 12 hours in religion. Topic varies from semester to semester. Required of majors. Prerequisites: 12 credits in Religion, or by permission of the instructor.

REL-498 Honors Thesis in Religion **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will formulate and conduct a research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. The project must meet Honors Program Thesis requirements and conform to the thesis guidelines of the department of Religion and Philosophy. Open to Honors Students and Teaching Fellows during their junior or senior year. Prerequisite: 12 credits in Religion, or by permission of the instructor.

REL-499 Research in Religion **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a faculty mentor, the student will participate in a research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to Junior and Senior Religion Majors and Minors.

Science

SCI-203 Science and Human Values (3.00 cr).
(Fall, even-numbered years only)

This course provides an overview of the development of some of the great ideas in the natural sciences, the evidence for these ideas, and the process by which these ideas came to be accepted. Students will explore how these ideas have influenced society, our understanding of our place in the universe, our understanding of what it means to be human, and our values. Also offered as CHE 203 and PHY 203. Prerequisites: One laboratory science course (BIO 101/141, CHE 111/141, GEO 200/240, or PHY 211/241

SCI-764 The Teaching of Science (3.00 cr.)
(Fall, Course Offered Every Year)

A course for students seeking teacher licensure in science [6-9] or chemistry [9-12] or biology [9-12]. Students are introduced to the specific methods used in science teaching. Both the theoretical and the practical aspects of teaching science in the middle and secondary schools are stressed. Information on safety practices is given. Emphasis is placed on the importance of demonstration and laboratory work in science classes, on understanding and making effective use of objectives, and on individualizing science instruction.

Social Work

SWK-235 Child Welfare (3.00 cr.)
(Spring, Course Offered Every Year)

This course looks at child welfare in a global, national, state and local context. Students will explore predictors of child well being and services designed to promote child welfare. Emphasis will be placed on explanation and interventions for family situations involving violence, child abuse, and neglect. Diversity arising from race, ethnicity, social class and social change will be examined. Twenty hours of community work at an assigned setting will be required. Prerequisites: SWK-241, SOC230, SOC-231 or CD-234.

SWK-240 Populations At Risk & Social Justice (3.00 cr.)
(Fall and Summer, Course Offered Every Year)

This course introduces students to concepts and processes of social and economic oppression and to strategies for promoting social justice Content is grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. It offers a framework and strategies for addressing the unique needs of populations that may be at risk for discrimination, oppression, and economic deprivation as a result of conditions related to age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

SWK-241 Introduction to Social Work & Social Welfare (3.00 cr.)
(Fall and Spring Course Offered Every Year)

An overview of the profession of social work and the American Social Welfare Institution, examining the history of the American social welfare system and the contemporary structure of services as well as the role of policy in service delivery, social work practice, and attainment of individual and social well-being. The history, mission, and philosophy of the social work profession are also presented with an emphasis on the generalist model of social work practice. Students test their interest in social work through completion of 30 hours of service learning in a social welfare agency.

SWK-299 Introduction to Research in Social Work (1.00–3.00 cr.)
(Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomores who have an interest in social work and social welfare and who would like to work individually with a faculty member on a project involving research on an issue of social work practice or social welfare and social justice. In conjunction with a faculty member, the student will formulate and execute a research project at an intermediate level of complexity. The project will require a culminating experience involving a written report and/or a public presentation of its purpose, process, and outcomes. A research proposal form completed by the student and the faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: SWK-241.

SWK-302 Social Policy from a Human Rights Perspective (3.00 cr.)
(Spring and Alternate Summers, Course Offered Every Year)

What is our responsibility for those who cannot or will not look after themselves? Different societies reflecting their respective ideologies address these issues from a variety of perspectives. This course will examine the ideologies and perspectives that have shaped social welfare policy in the United States and in other societies around the world. Then, using the Universal Declaration of Human Rights (1948) and other international covenants as a lens, the course will examine the resulting social welfare policies and the intentional and unintentional impacts these policies have on vulnerable and oppressed populations. This course requires 15 hours of service learning activity. Prerequisite: 75 credit hours completed upon course enrollment. Also offered as CORE 406.

SWK-304 Generalist Practice With Individuals (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is the first in a three-course generalist practice sequence that focuses on strengths, capacities, and resources of client systems in relation to their broader environment. The course prepares students to engage individuals in an appropriate working relationship, identify issues, problems, needs, resources, and assets; collect and assess information; and plan for service delivery. It also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals and promote social and economic justice. Open to social work majors only. Prerequisites: SWK 241 and SWK 307 or SWK 308.

SWK-305 Generalist Practice With Families (3.00 cr.)
(Fall and Spring, Course Offered Every Year)

This course is the second in a three-course generalist practice sequence that focuses on strengths, capacities, and resources of client systems in relation to their broader environment. The course prepares students to engage families and groups in an appropriate working relationship, identify issues, problems, needs, resources, and assets; collect and assess information; and plan for service delivery. It also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals and promote social and economic justice. Open to social work majors only. Prerequisites: SWK 241, SWK 304 and SWK 307 or 308.

SWK-307 Human Behavior for Social Work Practice: Birth – Adolescence (3.00 cr.)
(Fall, Course Offered Every Year)

Provides content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. The course focuses on theories and knowledge of biological, sociological, cultural, psychological, and spiritual development that address the stages of the life span from conception through adolescence. Also addressed is the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being. Prerequisites: PSY 100, SOC 230. Prerequisites or co-requisites: BIO 322/342, SWK 241.

SWK-308 Human Behavior for Social Work Practice: Adulthood Through Death (3.00 cr.)

(Spring, Course Offered Every Year)

Provides content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It focuses on theories and knowledge of biological, sociological, cultural, psychological, and spiritual development that address the stages of the life span from young adulthood through death. Also addressed is the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being. Prerequisites: PSY 100, SOC 230: Prerequisites or co-requisites: BIO 322/342, SWK 241.

SWK-309 Research Methods for Social Work (3.00 cr.)

(Fall, Course Offered Every Year)

This course prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The course prepares students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice. Prerequisite: PSY 200.

SWK-311 Preparation For Social Work Field Placement (1.00 cr.)

(Fall and Spring, Course Offered Every Year)

Students will be assisted in the selection of a social work field placement and in the completion of the application and interview process. The professional values, knowledge, and skills necessary for a successful field experience will be reviewed. Prerequisite: SWK 304, Co-requisites: SWK 305, SWK 401. Pass/fail grading only.

SWK-401 Generalist Practice With Communities and Organizations (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course is the third in a three-course generalist practice sequence that focuses on strengths, capacities, and resources of client systems in relation to their broader environment. The course prepares students to engage organizations and communities in an appropriate working relationship, identify issues, problems, needs, resources, and assets; collect and assess information; and plan for service delivery. It also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals and promote social and economic justice. Open to social work majors only. Prerequisites: SWK 241, SWK 307 or 308, SWK 304.

SWK-402 Social Work Field Experience (12.00 cr.)

(Fall and Spring, Course Offered Every Year)

The social work field experience is an integral component of social work education and is anchored in the mission, goals, and objectives of the social work program. A minimum of 450 hours of beginning level generalist social work practice experience under the supervision of a professional social worker in an appropriate social agency is required. This experience will reinforce the student's identification with the purposes, values, and ethics of the profession; foster the integration of empirical and practice- based knowledge; and promote the development of professional competence. Open to social work majors only. All social work major courses must be completed prior to enrollment in SWK 402 and SWK 403, which are co-requisites. Also requires approval of Director of Field Education. Fee: $300.

SWK-403 Field Instruction Seminar (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Students meet weekly for a 3-hour integrative field seminar designed to assist them in applying empirically based social work theory, knowledge and professional ethics in a social work practice setting and provide a capstone experience. Students complete an evaluation of practice research project in which they apply in their field settings research skills obtained through the social work curriculum. Written assignments are provided to demonstrate integration of knowledge and practice. Open to social work majors only. All social work major courses must be completed prior to enrollment in SWK 402 and SWK 403, which are co-requisites. Also requires approval of the Director of Field Education.

SWK-405 Selected Topics in Social Work (3.00 cr.)

(Offered as Needed-Contact SWK Program Director)

Topics relevant to social work practice are offered as needed based on student requests and faculty availability. Topics offered include social work in education, social work in criminal justice, social work and the law, social work in health care, child welfare, geriatric social work, gender issues in social work, and social work in mental health settings.

SWK-498 Honors Thesis in Social Work (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a social work faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. The project must meet Honors Program thesis requirements as well as the expectations of social work faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Prerequisites: SWK-309.

SWK-499 Research in Social Work (1.00–3.00 cr.)

(Fall and Spring, Course Offered Every Year)

In conjunction with a social work faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior majors and others by permission. May be repeated for credit for a total of six semester hours. Prerequisites: PSY-200, SWK-309.

Sociology

SOC-230 Principles of Sociology (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

An introduction to the concepts, methods and theories employed by sociologists to understand societies, social institutions and the myriad expressions of group life. The course explores the cultural contexts of human behavior to explain individual and group interaction, social mobility and inequality, relations framed by class, gender and race, and patterns of socialization, deviance and social change.

SOC-231 Social Problems **(3.00 cr.)**
(Fall, Course Offered Every Year)

This examination of American society places an emphasis on the institutional bases of social problems and conflict as well as the policies designed to address these problems. Topics include poverty, racism, environmental threat, crime and violence, and other contemporary challenges. Attention is consistently directed to the influences of these social problems on women's lives as well as the ethical dilemmas and debates surrounding the solutions to these problems.

SOC-260 Cultural Anthropology **(3.00 cr.)**
(Spring, Contact Department Head)

Understanding the power of culture in shaping our lives depends on knowing the ways of life displayed all around the world. This course introduces students to the discoveries of anthropologists as they have lived among preliterate and preindustrial people, and as they apply their signature methodologies to culturally distinctive communities in today's world. Comparing how a range of cultures address the challenges of social existence sets the stage for enlightening dialogue.

SOC 271 Home and Housing in Mexico **(1.00 cr.)**
(Fall, Course Offered Every Year)

The purpose of this course is to examine how the culture of Mexico shapes expectations about family and home as well as the political and economic contexts of housing. Religious, historical, political and social aspects of Mexico's culture will be examined in terms of the impact on family and home life. In addition, the institutional structure of the Mexican government and economy will be examined for its effects on home ownership and financing. Comparisons with the culture and institutions of the United States will be discussed.

SOC 272 Culture and Family in Mexico **(1.00 cr.)**
(Fall, Course Offered Every Year)

This course examines the culture and family structure of Mexico in light of this country's economic, political and religious history. Inequalities based on race, ethnicity, gender, sexual orientation, disability and social class level will be examined as well. A study of social movements to improve the status of oppressed people in Mexico is also included.

SOC 273 Education and Family in Mexico **(1.00 cr.)**
(Fall, Course Offered Every Year)

The basic purpose of this course is to examine how education as an institution is interrelated with the family and culture of a society. To explore a particular case study, the country of Mexico and its unique educational system and family structure will be analyzed. The history and traditions of this nation and their impact on education will be discussed as well.

SOC 280 Applied Sociology **(3.00 cr.)**
(Spring, Course Offered Every Year)

This course is an introduction to the application of sociology to a range of "real life" problems and issues so that students gain an understanding of how to practice sociology in all future careers or occupations. The sociological perspective is applied in a way that is centered upon community based education/service learning. Students will participate in class exercises and organized community focused activities that meet identified community needs and reflect on these in such a way as to gain a broader appreciation of the discipline of sociology, and an enhanced sense of civic responsibility.

SOC-299 Introduction to Research in Sociology **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomores who have an interest in sociology and who would like to work individually with a faculty member on a project involving research from a sociological perspective. The student will formulate and execute a research project at an intermediate level of complexity and present results to an appropriate public audience. A research proposal form completed by the student and faculty mentor is required for registration. May be repeated for credit for a maximum of six semester hours. Prerequisite: At least 3 credit hours in 200-level SOC.

SOC-332 Human Sexuality **(3.00 cr.)**
(Spring, Even-Numbered Years)

The research literature on sexual interests, behaviors and relationships is reviewed through study of the changing practices and perceptions of sexuality in America. Topics include the cultural construction of sex, the process of learning to be sexual, sexual deviance, the influence of marriage, and the interplay between sex and power in our society. Recognition of both risks and rewards associated with sexuality provides the context for studying controversial policies in society. Also offered as HED 332.

SOC-335 Race and Ethnic Relations **(3.00 cr.)**
(Fall, Course Offered Every Year)

Patterns of relationship among racial and ethnic groups in the United States are analyzed. This course explores inequalities of wealth, power, and status along with the persistence of racism, movements to advance civil rights and efforts by groups to maintain social boundaries. Current trends in intergroup relations are discussed to explore how changing demographic racial patterns may affect future definitions of race and ethnicity. Prerequisite: At least 3 credit hours in 200-level SOC.

SOC-337 Corrections **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem. Prerequisite: At least 3 credit hours in 200-level SOC.

SOC-338 Sociology of Families **(3.00 cr.)**
(Fall, Odd-Numbered Years)

This course will provide students with an overview of the family from a sociological perspective. Students in the course will examine transformation of the family across time as well as its position as both a private and public institution. Topics include defining the family, gender and power, courtship and marriage, parenting, divorce and remarriage, work, and family violence. Particular attention is placed upon the changing roles of women in the family and the ways in which families impact the lived experiences of the women in them. Prerequisite: At least 3 credit hours in 200-level SOC.

SOC-340 Aging and Retirement **(3.00 cr.)**
(Fall, Even-Numbered Years)

As the elderly population increases what challenges do these individuals face and what impact will they have on society? Students in this course will examine the physical, psychological and sociological dimensions of the aging process in order to gain insight on these questions. Topics include retirement, poverty and old age, Social Security and Medicare debates, long term care and end of life decisions, and issues related to the growing elderly population in the United States. Prerequisite: At least 3 credit hours in 200-level SOC.

SOC-346 Anthropology of Religion **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course focuses on the ways in which religion and human culture intersect. We will look at such themes as myth, symbol, magic and ritual and see how they contribute to the formation of human societies. Students will engage in a local field research project to learn how anthropologists study religion. Offered as CORE 407. Prerequisite: one 100-level Religion course, or by permission of the instructor.

SOC 360 Media, Self and Society **(3.00 cr.)**
(Fall, Course Offered Every Year)

What is 'the media' and how can it impact the ways in which we see the world and ourselves in it? This course will examine these questions as we examine the roles that various media forms play in our society, particularly in regards to issues of identity across lines of race, class, gender and sexuality. Students will examine historical and theoretical aspects of the media from both sociological and cultural studies perspectives, the ways in which mainstream and alternative media construct identities, and the impact that these images have on the society in which they circulate. Prerequisite: At least 3 credit hours in 200-level SOC.

SOC 420 Gender and Society **(3.00 cr.)**
(Spring, Course Offered Every Year)

What does sex have to do with gender? What does gender have to do with social systems? This course explores these questions by looking at the ways in which sociologists have theorized and written about gender. Students will explore what it means to understand gender as a social and cultural construct as well as the impact that these constructions have on the lived experiences of individuals in society. Additionally the course will examine the complex ways in which gender intersects and interacts with other facets of our social identities including race, class and sexual orientation. Prerequisite: At least 6 credit hours in SOC.

SOC-430 Population Dynamics **(3.00 cr.)**
(Spring, Odd-Numbered Years)

Trace the effects of births, deaths and migration on population size, composition and distribution around the world. Examine the effects of population changes on the environment, the world's resources and on global security. Socioeconomic, political and religious institutions will be explored and the status of women around the world will be related to demographic change. Demographic trends in the United States are evaluated in the context of global influence. Prerequisite: At least 6 credit hours in SOC or at least 75 total credit hours.

SOC 436 Criminology (R) **(3.00 cr.)**
(Fall, Course Offered Every Year)

This course explores questions about the criminal law, criminal conduct, the risks of criminal victimization and prevailing crime control policies. Theories developed to explain why individuals offend and why crime rates vary are examined in light of research findings, so that students gain a thorough understanding of crime and its causes. These ideas are applied to conventional street crime as well as to organized crime and elite crime. Prerequisite: At least 6 credit hours in SOC.

SOC-431 Social Stratification **(3.00 cr.)**
(Spring, Course Offered Every Year)

Explanations for social inequalities are considered along with current research on class, status, power and social mobility. Both national and international patterns of wealth and poverty are inspected to explain "who gets what and why." Inequalities of households, of population groups and of nations as they participate on the global stage receive specific treatment. Prerequisite: At least 6 credit hours in SOC.

SOC 440 – 449 Selected Topics in Sociology **(3.00 cr.)**
(Fall, Course Offered Every Year)

Customized by the professor to reflect specialized areas of knowledge or new advances in the field, this course introduces students to compelling publications and/or media that will extend their grasp of sociological analysis. Selections spotlight issues associated with active public dialogue with the objective of discovering how sociology speaks to those issues. Course numbers advance as topics shift to favor additional enrollments as desired. Prerequisite: At least 6 credit hours in SOC.

SOC-489 Social Theory **(3.00 cr.)**
(Fall, Course Offered Every Year)

From the origins of sociological thinking to the current controversies regarding social action and social structure, explanations developed by sociologists to describe and to demystify society are studied and applied. Ideas advanced by Durkheim, Marx and Weber are followed by extensions and alternatives up to and including the Frankfurt School, Feminism and Postmodernism. Prerequisite: At least 6 credit hours in SOC.

SOC-496 Seminar in Public Sociology **(3.00 cr.)**
(Fall and Summer, Course Offered Every Year)

This capstone course for the sociology major is an opportunity for students to use their sociological imagination to formulate solutions to the problems that face our world today. Choosing from a menu of options, including service, research, data analysis, and case studies, students will utilize sociological theories, literature, methods and data to explore a macro-level social problem chosen by the sociology faculty. Findings of the semester long project will be presented to sociology faculty, students, and the broader Meredith Community. Prerequisites: SOC 280, 374, and either PSY 200 or MAT 245.

SOC-498 Honors Thesis in Sociology **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a sociology faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. The project must meet Honors Program thesis requirements as well as the expectations of the sociology faculty. A research proposal form completed by the student, faculty mentor, and Honors Program director is required for registration. Open to seniors who are members of the Honors and/or Teaching Fellows Programs. Prerequisites: 3 credits from SOC at Level 200, SOC-374, and either MAT 245 or PSY 200.

SOC-499 Research in Sociology **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

In conjunction with a sociology faculty mentor, the student will formulate and execute a research project at an advanced level of complexity that will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. Open to junior and senior majors and others by permission. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from SOC at Level 200, SOC-374, and either MAT 245 or PSY 200.

Spanish

SPA-101 Elementary Spanish I **(3.00 cr.)**
(Fall and Summer, Course Offered Every Year)

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who do not qualify for SPA-103. Independent language laboratory work required each week.

SPA-102 Elementary Spanish II **(3.00 cr.)**
(Spring and Summer, Course Offered Every Year)

A review and continuation of SPA-101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required each week. Prerequisites: SPA-101.

SPA-103 Structural Spanish **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A thorough and accelerated review of first-year Spanish for students who had two years of high school Spanish, but who do not qualify for SPA-205. Independent language laboratory work required each week. May not be taken following SPA-101 or SPA-102.

SPA-205 Intermediate Spanish I **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A review and continuation of SPA-102 or SPA-103, and gradual introduction of graded readings. Independent language laboratory work required each week. Prerequisites: SPA-102 or SPA-103.

SPA-206 Intermediate Spanish II **(3.00 cr.)**
(Spring, Course Offered Every Year)

A continuation of SPA-205. Emphasis on the reading and discussion in Spanish of texts of moderate difficulty. Independent language laboratory work required each week. Prerequisites: SPA-205.

SPA-207 Intermediate Conversation in Spanish **(3.00 cr.)**
(Spring, Course Offered Every Year)

A course in conversational Spanish which focuses on increasing a student's oral proficiency at the intermediate level. Emphasis is placed on the proper pronunciation of the language and on listening and speaking. Students will learn: to initiate a conversation, to keep contact with the audience (whether an individual or a group), manage to explain what they "really" mean, how to behave appropriately in face-to-face interactions, to achieve competency in different speaking situations, and how to use Spanish the way native speakers do. The class will be conducted entirely in Spanish. It may be repeated once for credit through an approved program of study abroad. Course offered as needed. Prerequisites: SPA 205-206 or equivalent (Intermediate Spanish I and II). Co-requisites: None.

SPA-299 Introduction to Research in Spanish **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an intermediate level of complexity. In her project, the student will investigate an aspect of Spanish or Hispanophone literature, culture or civilization of personal interest and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and the faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 3 credits from SPA at Level 200.

SPA-300 Life and Study Abroad **(1.00–3.00 cr.)**
(Varies, Contact Dept. Head)

Intensive study and homestay in a Spanish-speaking country. Credit awarded according to departmental guidelines. Permission of department required to enroll. Pass/Fail grading only.

SPA-301 Business Spanish **(3.00 cr.)**
(Spring, Course Offered Every Year)

An advanced-level course to orient students' functional use of Spanish to the world of business from a Hispanic cultural perspective. Students will report on current events, trade accords among nations and intercultural issues in the workplace. Prerequisites: Successful completion (grade of C or better) of Intermediate Spanish II (SPA 206) is required and Advanced Composition and Grammar (SPA 306) is preferred. Students who wish to take Business Spanish without having completed SPA 306 should seek the permission of the instructor. Co-requisites: None.

SPA-302 Topics in Language and Culture **(1.00-3.00 cr.)**
(Varies, Contact Dept. Head)

This course is offered only in connection with the department's programs of study in a Spanish-speaking country. Since instruction is in Spanish, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines: Completion of assigned readings: 1 hour; Completion of a paper or journal: 1 hour; Participation in a series of organized visits: 1 hour. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three credit hours be awarded for the course. Pass/Fail grading may be elected by the student. Instructor's consent required. Prerequisites: SPA-205, SPA-206.

SPA-303 Civilization of Spain **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

The political and cultural history of Spain including its contributions to Western culture in the fields of art, religion, literature, and music. Prerequisites: SPA 205, SPA 206 or equivalent.

SPA-304 Spanish American Civilization **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

History of the Spanish-speaking countries and the impact of their culture in the fields of art, religion, literature and music. Prerequisites: SPA 205, SPA 206 or equivalent.

SPA-305 Spanish Phonetics & Phonology **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all Spanish majors and minors. One hour of non-credit language laboratory required each week. May be taken without prerequisite courses with permission of instructor. Prerequisites: SPA-205, SPA-206 or equivalent.

SPA-306 Advanced Grammar, Composition & Linguistics **(3.00 cr.)**
(Varies, Contact Dept. Head)

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in Spanish. One hour of non-credit laboratory work required each week. Prerequisites: SPA-205, SPA-206 or equivalent.

SPA-307 Advanced Conversation **(3.00 cr.)**
(Spring, Course Offered Every Year)

Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary Spanish. Open to juniors and seniors or to other students with special permission of the instructor. Required of majors. Prerequisites: SPA-305, SPA-306 or equivalent.

SPA-308 Readings in Hispanic Literature **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course introduces students to basic techniques for approaching and examining different literary genres in Spanish. Selected readings range in difficulty and include poetry, short story, essay, and testimonial literature. Recommended as an introduction to literature. Prerequisites: SPA-205, SPA-206 or equivalent.

SPA-321 Language and Power **(3.00 cr.)**
(Spring, Course Offered Every Year)

This socio-linguistics course focuses on the study of the theory of politeness; analysis of the linguistic strategies used by the speakers/writers to persuade or manipulate the reader/hearer; and analysis of cases where language is used to express conscious or unconscious prejudice and discrimination against other members of the society. Prerequisites: SPA 206 (or its equivalent). Co-requisites: None.

SPA-331 Spanish and Latin American Film **(3.00 cr.)**
(Varies, Contact Dept. Head)

This course is designed to help the student improve oral and written communication in Spanish and to become familiar with major Hispanic films, directors, and actors and their contributions to cinematic art. Through the medium of film, students will develop a deeper awareness of Hispanic culture and of global affairs. Prerequisites: SPA 206 or equivalent. Co-requisites: None.

SPA-350 Spanish Seminar **(1.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A weekly seminar [80 minutes per week] designed to perfect a student's aural/oral skills in Spanish. Aspects of the culture, civilization, and literature of the Spanish-speaking countries in the world will be discussed. Will include films, workshops, field trips and other activities. May be taken without the prerequisite courses with permission of the instructor. Two semesters required of Spanish majors; may be taken up to four times for credit. Pass/Fail grading may be elected by the non-major. Prerequisites: take SPA-205 and SPA-206 or SPA-305 and SPA-306) or equivalent.

SPA-351 The Development of Poetry **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

Introduction to the poetry of Spain and Latin America designed for third- or fourth-year college Spanish students. Includes literary analysis. Selections are read in chronological order, and each poem is situated in its period and literary movement. Selections from both the epic "El Cid" and lyric poetry will be incorporated. The poetry studied will represent a variety of periods, forms and styles and will include poets such as Jorge Manrique, Garcilaso, Quevedo, Sor Juana Inés de la Cruz, Espronceda, Vallejo, Neruda and G. Fuertes. Prerequisites: SPA-306, SPA-308.

SPA-352 The Development of Theater **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

The introduction to the theater in the Spanish language is designed for students who are in the third or fourth year of college Spanish. Selections are made thematically and each play or critical text will be situated in its period and literary movement. Selections from Spain, Latin America and Hispanic authors of North America will be included. The plays studied will represent a variety of periods, forms and styles and will include dramatists such as Cervantes, Lope de Vega, Ana Caro Mallen de Soto, Sor Juan Inés de la Cruz, Usigli, Elena Garro, and Garcia Lorca. Prerequisites: SPA-306, SPA-308.

SPA-353 Development of Short Fiction **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

Introduction to the development of short fiction in the Spanish-speaking world designed for third- or fourth-year students of college Spanish who have completed SPA-308 at Meredith, or students who are native/near-native speakers of Spanish. Selections will be read inchronological order and will be situated in their own historical and literary periods. A variety of periods and styles will be represented, including authors such as Don Juan Manuel, Santa Teresa de Avila, Cervantes, Sor Juana Inés de la Cruz, Ricardo Palma, Ruben Dario, Jose Marti, Borges, Cortázar and Rosario Castellanos. Prerequisites: SPA-308.

SPA-354 Development of Long Narrative **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

A chronological survey of the long Spanish narrative, covering developments in both the Spanish Peninsula and Latin America. Selected chapters from the proto-novel, "La Celestina," passages from "Don Quijote," and excerpts from other novels will be read. Several contemporary novels will be assigned according to theme rather than period. Students will also investigate various avenues of literary criticism. Prerequisite: SPA-308.

SPA-498 Honors Thesis in Spanish **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the honors student investigates an aspect of Spanish language or Hispanophone literature, culture or civilization of personal interest and prepares a paper or other research product whose conclusions or outcomes she also proposes and discusses in a public forum. Weekly meetings. It is expected that the honors student will spend at least ten hours per week on her thesis. Fulfills honors thesis requirement. Research performed in connection with study abroad is strongly encouraged. Prerequisites: 15 credits from SPA; at Level 300 or above.

SPA-499 Junior & Senior Research in Spanish **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

Working with a faculty mentor from the department, the student will formulate and execute a research project at an advanced level of complexity. In her project, the student will investigate an aspect of Spanish or Hispanophone language or literature, culture or civilization of personal interest, and, as a culminating experience, prepare a paper or other research project whose outcomes or conclusions she also proposes and discusses in a public forum. A research proposal form completed by the student and faculty mentor is required for registration. Research performed in connection with study abroad is strongly encouraged. May be repeated for credit for a total of six semester hours. Prerequisites: 12 credits from SPA at Level 300 or above.

Theatre

THE-114 Introduction to Theatre **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course is designed to provide the student with a basic understanding of the art of theatre through an exploration of Aristotelian dramatic theory, the principles of acting and directing, and major events in theatre history. A student experiences theatre through the analysis of dramatic literature and criticism as related to play attendance.

THE-130–THE 142 Theatre Practica **(1.00 cr. hour for each section, listed below)**
(Fall and Spring, Course Offered Every Year)

The practicum is designed to give the student practical theatre experience through production or performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit.

Instructor's consent required for each section listed below.

THE-130 Performance
THE-131 Directing
THE-132 Assistant Directing
THE-133 Lighting
THE-134 Sound
THE-135 Costuming
THE-136 Makeup
THE-137 Stage Management
THE-138 Scenery
THE-139 Design
THE-140 House Management
THE-141 Publicity
THE-142 Box Office

THE 150 Voice and Articulation **(3.00 cr.)**
(Varies, Contact Department Head)

A course designed to develop flexibility and expression in the human voice. It is intended for, but not limited to, students who wish to have a career in which strong verbal skills are important. Units include phonetics, accent reduction (Standard American English), projection, resonance, articulation, breathing, vocal anatomy and vocal variety.

THE-214 Creative Dramatics **(3.00 cr.)**
(Varies, Contact Department Head)

Creative dramatics is an area of study which involves drama experiences (pantomimes, improvisations, movement, songs, and games) which are process- not product-oriented for the growth and development of students rather than for the entertainment of the audience. This course includes lectures, readings, and practical opportunities for experience. Observations in area elementary schools and the development of a resource file are required.

THE-224 Acting I **(3.00 cr.)**
(Spring, Course Offered Every Year)

The beginning acting student is introduced to the theories and practical skills of the Stanislavski system including relaxation, concentration, warm-up techniques, and improvisation exercises. Participation in scene study and monologue work, plus applying the basics of scoring, is also explored. May be taken without prerequisite course with instructor's consent. Prerequisites: THE-114.

THE-244 Fundamental Concepts — Theatre **(1.00 cr.)**
(Fall and Spring Course, Offered Every Year)

Vocabulary, critical theories, and concepts of theatre will be introduced through observations, demonstrations, practice, and reflection. Oral and written communication skills will be emphasized. Required of all K-6 licensure students.

THE-245 Stagecraft **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

A study and application of the technical elements of theatre production. Major emphasis will be given to scenic construction and materials used in technical production. Laboratory hours will be arranged for practical experience in scenic arts and crafts. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE 114.

THE-246 Lighting and Sound **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

An introduction to the basics of electricity, as they apply to theatre, and a survey of the fundamental lighting and sound processes and equipment. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE-245.

THE-247 Costume and Makeup **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

An introduction to the basics of costume and makeup design and the processes of costume construction and makeup applications for the stage through practical laboratory experience. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE 245.

THE-299 Research in Theatre **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for freshmen and sophomores to participate in an original research project with a faculty mentor. The research experience will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisites: THE-114.

THE-316 History of Theatre Classic-Romance **(3.00 cr.)**
(Fall, Even-Numbered Years Only)

The course will guide the student through the cultural exploration of the origin and development of theatre, dramatic literature and its structure and genres, dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from the beginning to about 1870. Western and non-western theatre history will be examined. Prerequisites: THE-114.

THE-317 History of Theatre Modern-Contemporary **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

The course will guide the student through the cultural exploration of the development of modern theatre, contemporary dramatic literature, modern dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from 1870 to the present. Western and non-western theatre history will be examined. May be taken without prerequisite courses with instructor'sconsent, Prerequisites: THE-114.

THE-320 Puppetry **(3.00 cr.)**
(Spring, Even-Numbered Years Only)

Students will study the history and art of puppetry. They will design, build, and operate various types of puppets: shadow; glove/hand; rod; marionette; and body/masks. Playwriting, performance, and play production will be thoroughly explored. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE-114.

THE-324 Acting II **(3.00 cr.)**
(Fall, Course Offered Every Year)

Using the work done in Acting I as a foundation, this course focuses on the advanced acting theories of Stanislavski, including sense and emotion memory. Through scene work and monologues, the student explores more complicated characterizations, difficult dramatic genres, and the audition process. May be repeated for credit to a maximum of four times. Prerequisites: THE-224.

THE-335 Scenic Design and Painting **(3.00 cr.)**
(Spring, Odd-Numbered Years Only)

The course will explore the art of scenic design and painting. The student will be exposed to the process of drafting, rendering and building three-dimensional models for stage settings. She will also practice the techniques used by scenic artists to paint backdrops and faux finishes for the theatre. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE-114, THE-245.

THE-350 Modern Drama **(3.00 cr.)**
(Spring, Course Offered Every Year)

A study of modern theatre from 1875 to the present, this course will look at the development of drama through playwrights and their works. Beginning with Ibsen, Strindberg, Chekhov, and Shaw, the class will explore important twentieth century plays and conclude with contemporary drama. Work will include substantial reading and writing, with viewing and reviewing of performances. Also offered as ENG-350. Prerequisites: ENG-200.

THE-425 Directing **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

Basics of casting, staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Prerequisites: THE-114.

THE-480 Intern: Area of Specialization **(1.00–3.00 cr.)**
(previously the course number was THE 499)

(Fall and Spring, Course Offered Every Year)

The course consists of an internship in theatre management, or in production, and an evaluation of the experience under the guidance of an on-campus instructor. The student will work with a theatre company or an arts organization to explore contemporary theatre practices. May be taken without prerequisite course with instructor's consent. Prerequisite: THE-114

THE-490 Project: Area of Specialization **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

A project, selected by the theatre major in consultation with her adviser, will be completed that will focus on her area of specialization (performance, production, management, etc.). Instructor's consent required.

THE-496 Seminar in Musical Theatre **(3.00 cr.)**
(Fall, Odd-Numbered Years Only)

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. May be taken without prerequisite courses with instructor's consent. Prerequisites: THE114.

THE-498 Honors Thesis in Theatre **(3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

An introduction to theories, methods, and ethics of aesthetic inquiry. In conjunction with a Theatre faculty mentor, the student will formulate and execute an original research project that will culminate in a research paper and/or performance work. A "research Course Information Form" completed by the student and the faculty mentor is required for registration. The research project must meet Honors Program Thesis requirements as well as the expectations of the Theatre faculty. Open to seniors in the Honors and/or Teaching Fellows Programs only.

THE-499 Research in Theatre **(1.00–3.00 cr.)**
(Fall and Spring, Course Offered Every Year)

This course will provide opportunities for juniors and seniors to participate in an original research project with a faculty mentor. The research experience will culminate in a paper and presentation. A research proposal form completed by the student and faculty mentor is required for registration. May be repeated for credit for a total of six semester hours. Prerequisite: THE-114.

THE-735 Methods of Teaching Theatre **(3.00 cr.)**
(Varies, Contact Department Head)

This course provides basic instruction in teaching methods for theatre, using behavioral instructional objectives as the basis for development. Students will develop a philosophy of teaching theatre; organize units and lesson plans; question, criticize, and reformulate assumptions about the nature of their work through reflection on their own teaching methods. Prerequisite: THE-214.

Women's Studies

WST 200 Reading Women's Lives;
Introduction to Women's Studies (3.00 cr.)

(Fall, Offered Every Year)

This course begins with our asking the seemingly simple question, What is a woman? and a corollary question, What is feminism? Women's studies scholars and activists in women's issues have made it their work to examine the historical and social constructions of gender from cross-cultural and interdisciplinary perspectives. Throughout the course, you will be invited to think, speak, create, act and write critically about women's ideas and experience. We will work toward understanding how various aspects of women's identities, including age, race, class, and sexual orientation interconnect, and how these differences help women position themselves in relation to various forms of feminism. This course fulfills a cultural perspectives or social and behavioral science elective for general education requirements.

WST 299 Research in Women's Studies (1.00–3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to freshmen and sophomore majors and minors or others with permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required. Signature of instructor is required for registration. This course may be repeated for a total of six credits.

WST 300 Contemporary Feminist Theories (3.00 cr.)

(Spring, Course Offered Odd Years)

This course is designed to provide students with a broad overview of the key feminist theoretical debates of the 20th and 21st century. Using some early works to provide a critical and historical foundation, the course will trace the roots of contemporary American feminism and identify recurrent themes in feminist thought and theory. Using a variety of texts and selected readings, this course will encourage students to sharpen their critical skills, understand and appreciate the diversity of approaches taken by feminist theorists, and apply feminists theories/approaches to a number of issues in their chosen disciplines. Prerequisite: WST 200

WST 472 Women's Studies Service Project (1.00-3.00 cr.)

(Fall and Spring, Course Offered Every Year)

This course, recommended for the major in Women's Studies, presents an opportunity for students to contribute knowledge and skills to a project related to social change and focused on women, feminism, or gender. Legislative, community, educational, or non-profit settings provide the context. The service project is developed between student and faculty sponsor with approval of Women's Studies director. The connections between scholarship, social action and ethical responsibility are emphasized. A weekly seminar with other students and/or meeting with the faculty director of the project provides a structured setting in which to analyze these experiences and share works-in-progress. A thorough report is submitted at the end of the semester. Prerequisite: WST 200

WST 490 Selected Topics in Women's Studies (3.00 cr.)

(Spring, Course Offered Even Years)

An open enrollment course that draws broadly upon historical, contemporary and/or controversial topics in the field of Women's Studies; no prior experience in Women's Studies assumed. Each topic provides students with a place to consider issues, engage in dialogue, and make meaningful connections to their own lives and the larger world. The course offers a variety of formats, foci, and processes that will change with the instructor. This course is offered Spring semester even years. Prerequisites: Context of Culture and Junior Status.

WST 495 Crossing Borders;
Women Making Changes in a Global Society (3.00 Cr.)

(Spring, Course Offered Every Year)

Globalization has spurred the way in which changes on one continent or country impact the lives of women everywhere. This course will introduce students to the problems, experiences and activism of women in diverse situations and contexts, and examine the effects and influence of globalization on the lives of women. The emphasis will be on issues of identity (as mothers, consumers, citizens, workers) and organizing for change (economic, political, cultural, and legal). As we explore activism and the obstacles to change within a global context, we will reflect on how the local is increasingly shaped by complex and distant cultures. Offered as CORE-405 Prequisite: 75 hours.

WST 498 Honors Thesis in Women's Studies (3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to seniors in the Honors and/or Teaching Fellows Program who, in conjunction with a faculty mentor, will formulate and execute an original and advanced level research project investigating an aspect of women's studies of interest to her. A research proposal form completed by the student and faculty mentor is required. Signature of instructor is required for registration. The maximum credit is three semester hours. Prerequisite: WST 200.

WST 499 Research in Women's Studies (1.00–3.00 cr.)

(Fall and Spring, Course Offered Every Year)

Open to junior and senior majors and minors or others with permission. In conjunction with a faculty mentor, the student will formulate and execute an original research project that will culminate in a paper and a presentation. A research proposal form completed by the student and faculty mentor is required. Signature of instructor is required for registration. This course may be repeated for a total of six credits. Prerequisites: WST 200 and WST 300.

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Andrea Marritt, Ph.D. (2006)
Biology
B.S., Virginia Tech; Ph.D., Georgetown University.

Julie Mayberry, A.M. (2002)
Music, Communication and Theatre
A.B., A.M., University of North Carolina at Chapel Hill

Kathy Mayberry, M.Ed. (2996)
Health, Exercise and Sports Science
B.S., Appalachian State U niversity; M.Ed., North Carolina State University

Manley Midgett, M.S. (1987)
Education
B.S., M.S., University of North Carolina at Chapel Hill.

Page Midyette, M.B.A. (2002)
Business
A.B., M.B.A., Meredith College

Gwynn D. Morris, M.S. (2007)
Psychology
B.S., University of North Carolina at Chapel Hill; M.S., North Carolina State University.

Samuel Mozley, Ph.D. (2005)
Biology and Health Sciences
B.S., M.S., Ph.D., Emory University

Deborah Mugno, Ed.D. (2007)
Human Environmental Sciences
B.S., University of Maryland; M.S., Ed.D., Johns Hopkins University

Pamela Nelson, Mus.M.
Music
Mus.B., Southern Illinois University; Mus.M.., North Carolina School of the Arts.

Joan Nicholas-Walker, M.F.A. (2006)
Dance
B.F.A., George Mason University; M.F.A., Ohio State University.

Anne Noland, M.Ed.
Human Environmental Sciences
A.B., Agnes Scott College; M.S.W., University of Michigan; M.Ed., North Carolina State University

Phyllis O'Hara, B.S. (1993)
Mathematics
B.S., Meredith; Postgraduate Diploma-University of Warwick.

Amy Olsen, M.A. (2005)
Health, Exercise and Sports Science
B.A., Eastern Kentucky University

Cathie Ostrowski, M.S. (2003)
Human Environmental Sciences
B.S., M.S., D'Youville College

Steven Pashby, A.B. (2003)
Health, Exercise and Sports Science
A.B., North Carolina State University

Robert Patchus, M.S. (2005)
Chemistry
B.S., M.S., University of New Orleans

Frank Pittman, D.M.A. (1999)
Music
Mus.B., University of North Carolina at Chapel Hill; M.Mus., Temple University; D.M.A., University of North Carolina at Greensboro

Risa Poniros, Ed.D.C.T. (1997)
Music
Mus.B., University of North Carolina at Greensboro; Mus.M., University of Tennessee at Knoxville; Ed.D.C.T., Teachers College of Columbia University

Alex Poorman, M.Arch. (2004)
Human Environment Sciences
B.Int. Arch., Kansas State University; M.Arch., North Carolina State University.

Richard Potter, Ph.D. (2007)
Mathematics
A.B., University of Iowa; M.S. University of North Carolina at Chapel Hill; Ph.D., Brown University.

Betty-Shannon Prevatt, A.M.
Psychology
A.B., Meredith College; A.M., East Carolina University.

Joel Rainey, M.F.A.
Dance
B.F.A., Wright State University; M.F.A., Louisiana State University; A.M., Bowling Green State University

Linda Reynolds, M.S. (Spring 2006 only)
Education
B.S., M.S., Southern Connecticut State University

Nancy Riva-Palacio, A.M. (1989)
Music
A.B., University of Richmond; A.M., Columbia University.

Stacey Robinson, M.B.A. (2006)
Business

B.S.B.A., University of Central Florida; M.B.A., Meredith College.

Frank Rogers, Ph.D. (2005)
History and Politics

B.S., College of Holy Cross; A.M., Ph.D., University of Virginia

John Rose, A.M.
Honors

A.B., A.M., University of Cambridge.

Lou Rosser, A.M. (1991)
English

A.B., University of North Carolina at Chapel Hill; A.M., North Carolina State University.

Ann Roth, A.M., (2001)
Art

B.F.A., University of Michigan; A.M., University of Kansas

Wendy Savage, A.B. (Spring 2006)
Art

A.B., Florida State University

Sydney Scherr, M.F.A. (1991)
Art

B.F.A., Kent State University; M.F.A., Southern Illinois University

Marilyn Scheirmeier, M.Ed. (1995)
Mathematics

A.B., Webster College; M.Ed., North Carolina State University.

Judy Schmidt, M.S. (Spring 2006)
Psychology

A.B., Meredith College; M.S., University of North Carolina at Charlotte

Janet Shurtleff, M.S. (Spring 2007)
Music

B.S., University of Illinois; M.S., Auburn University; Ph.D. North Carolina State University

Lina Sibert, M. Arch. (1999)
Human Environmental Sciences

B.Env. Dsn. & Arch, North Carolina State University; M.Arch. University of California-Berkley.

Judith Simon, M.Ed., (Spring 2006)
Education

B.S., Appalachian State University; M.Ed., University of North Carolina at Greensboro

Paul Smith, B.S. (2001)
Health, Exercise and Sports Science

B.S., Methodist College.

June Spence, M.F.A. (2006)
English

A.B., Southwest Missouri State University; M.F.A., Bowling Green State University

Georgia Springer, M.P.D. (1990)
Art

A.B., Duke University; J.D., George Washington University; M.P.D., North Carolina State University.

Henry Steele, Ph.D. (Fall 2005 only)
Business

B.S., A.M., University of Missouri; Ph.D., Indiana University

Angela Stephenson, Mus.M. (1992)
Music

Mus.B., Mus.M., Meredith College.

Edward Stephenson, Mus.B. (1987)
Music

Mus.B., North Carolina School of the Arts.

Margie Stewart, M.F.A. (2000)
Art

A.B., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; M.F.A., University of North Carolina at Greensboro; M.P.D., North Carolina State University

Patricia Strong, Mus.M. (Spring 2007)
Music

Mus.B., Mus.M., Meredith College.

Cornelius Swart, A.B., Ph.D. (1993)
Education

A.B., Ph.D., University of North Carolina at Chapel Hill; A.M., George Peabody College

Fanella Tague, A.M. (2002)
Foreign Languages and Literatures

A.B., Meredith College; A.M., The Ohio State University

Sally Zeigler Thomas, D.M.A. (1983)
Music

Mus.B., Meredith College; Mus.M., The Ohio State University; D.M.A., University of North Carolina at Greensboro.

Bonnie Torgerson, M.Ed. (1993)
Education

A.B., Webster College; M.Ed. Duke University.

Douglas Tully, Ph.D. (2006)
Biology

B.S., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill.

Robin Vincent, M.Ed. (2002)
Education

B.S., M.Ed., Meredith College

Kimberly Waddell, B.S. (2007)
Health, Exercise and Sports Science

B.S., Meredith College

Theresa Walker, B.S. (2005)
Health, Exercise and Sports Science

B.S., Temple University

Susan Wallace, D.M.A. (2005)
Music

Mus.B., New England Conservatory of Music; Mus.M., Shenandoah University; D.M.A., University of Texas

Everett Wheeler, Ph.D. (2006)
Foreign Languages and Literatures

A.B., Indiana University; Ph.D., Duke University

Carolyn White-Nye, Ph.D. (Spring 2007)
Business

B.S., Bentley College; Ph.D.,University of South Carolina.

Laura Woodall (2005)
Health, Exercise and Sports Science

B.S., M.S. Iowa State University

Fred Woodward, M.S. (2001)
Mathematics/Computer Science

A.B., Rhodes College; M.S., North Carolina State University

Robin Wright-Vincent, M.Ed. (2002)
Education

B.S., M.Ed., Meredith College

Wayne Wyman, Mus.M. (2006)
Music

A.B., University of Tennessee-Knoxville; Mus.M., Austin Peay State University

Laurie Zack, A.B. (2005)
Mathematics/Computer Science

B.S., University of Arkansas

Robert Daniel Zehr, Ph.D. (2006)
Music

A.B., Rice University; Ph.D., North Dakota State University

Faculty Emeriti 2005–2006

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

Audrey R. Allred, M.Ed. (1970)
Associate Professor of Education

A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

Vergean Birkin, A.M. (1973)
Assistant Professor of Geography

A.B., A.M., University of Colorado.

Martha Bouknight, Ph.D. (1996)
Professor of Mathematics

A.B. University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; Ph.D., North Carolina State University

Carol Brown, M.S. (1983)
Associate Professor of Health and Exercise

B.S., Colorado State University; M.S., Smith College

Clara R. Bunn, Ph.D. (1969)
Professor of Biology

A.B., Meredith College; M.S., Ph.D., North Carolina State University.

Craven Allen Burris, Ph.D. (1969)
Vice President and Dean of the College Professor of History and Politics

A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; A.M., Ph.D., Duke University.

James L. Clyburn, M.S. (1958)
Professor of Music

A.B., Elon College; M.S., Julliard School of Music

Bernard Cochran, Ph.D. (1960)
Professor of Religion

A.B. Stetson University; B.D., Th.M., Southeastern Baptist Theological Seminary; Ph.D., Duke University

Jacques Comeaux, Ph.D. (1983)
Associate Professor of Foreign Languages

A.B., Southwestern University; A.M., University of Iowa; A.M., University of Salamanca; Ph.D. Florida State University.

James C. Crew, Ph.D. (1990)
Professor of Business

B.S., M.Econ., Ph.D., North Carolina State University.

Roger H. Crook, Ph.D. (1949)
Professor of Religion

A.B., Wake Forest University; Th.M., Ph.D., Southern Baptist Theological Seminary.

Anne Dahle, M.Ed. (1972)
Director of Re-entry Program

A.B., Meredith College; M.Ed., North Carolina State University.

James H. Eads, Jr., M.S. (1958)
Assistant Professor of Biology

A.B., University of Kansas; M.S., University of Alabama.

Lois Frazier, Ed.D. (1954)
Professor of Business

B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.

Janet Freeman, M.L.S. (1984)
Dean, Library Information Services

A.B., University of North Carolina at Greensboro; M.L.S., George Peabody College

Phyllis W. Garriss, Mus.M. (1951)
Professor of Music

A.B., Mus.B., Hastings College; Mus.M., Eastman School of Music, the University of Rochester.

Alice Goode, Mus.B. (1974)
Instructor of Voice

Mus.B., Texas Tech University.

Bluma Greenberg, A.M. (1976)
Assistant Professor of Art

A.B., Duke University; A.M., University of North Carolina at Chapel Hill.

Frank L. Grubbs, Ph.D. (1963)
Professor of History

A.B., Lynchburg College; A.M., Ph.D., University of Virginia

Jo Guglielmi, Ph.D. (1987)
Associate Professor of Mathematics

A.B., Duke University; M.S., Ph.D., North Carolina State University

Isabelle Haeseler, M.S.M. (1956)
Assistant Professor of Music

B.S., Lebanon Valley College; M.S.M., Union Theological Seminary

Carolyn Happer, Ph.D. (1986)
Associate Professor of History

A.B., Ph.D. Duke University; A.M., University of North Carolina at Chapel Hill

Lee Heathcoat, Ed.D. (1989)
Associate Professor of Education

B.S., Southwestern State University; M.Ed., Ed.D., North Carolina State University

John Hiott, M.Div (1968)
Director of Scholarships and Financial Assistance

A.B., Baylor University; M.Div., New Orleans Baptist Theological Seminary.

Ellen M. Ironside, Ph.D. (1983)
Dean of Continuing Education

A.B., Wells College; A.M., Teachers College, Columbia University; Ph.D., University of North Carolina at Chapel Hill.

Mary Bland Josey, M.Ed. (1953)
Director of Admissions

A.B., Meredith College; M.Ed., North Carolina State University.

Marie Capel King, M.Ed. (1971)
Director of Career Services

A.B., George Washington University; M.Ed., North Carolina State University.

Ione Kemp Knight, Ph.D. (1956)
Professor of English

A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill.

Vivian Kraines, Ph.D. (1979)
Professor of Mathematics

A.B., Ph.D., University of California

Jerod Kratzer, Ed.D. (1986)
Professor of Education

B.S., St. Joseph's University; A.M.,University of Delaware; Ed.D., North Caroina State University

Ann W. Kurtz, Ph.D. (1979)
Professor of Foreign Languages

A.B., Wellesley College; A.M., Ph.D., University of Maryland.

William Ledford, Ph.D. (1957)
Professor of Foreign Languges

A.B., Berea College; A.M., State University of Iowa; Ph.D., University of North Carolina at Chapel Hill.

Marie Mason, Ph.D. (1969)
Professor of Psychology

A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

Jay D. Massey, A.M. (1957)
Professor of Health and Physical Education

B.S., University of North Carolina at Greensboro; A.M., New York University.

Murphy Osborne, Ed.D. (1988)
Vice President for Institutional Advancement

B.S., High Point College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of Tenessee

Allen F. Page, Ph. D. (1973)
Professor of Religion

A.A. Mars Hill College; A.B. Wake Forest University; M.Div. Union Theological Seminary; Ph.D. Duke University

Cleo G. Perry, A.B. (1975)
Director of Alumnae Affairs

A.B., Meredith College.

Dorothy K. Preston, Ph.D. (1961)
Professor of Mathematics

A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; Ph.D., North Carolina State University.

Carolyn C. Robinson, A.B. (1958)
College Editor and Director of Publications

A.B., Meredith College.

Nona Short, A.M. (1966)
Professor of Art/ Foreign Languages and Literatures

A.B., University of Mississippi; A.M., University of Wisconsin

Dorothy J. Sizemore, A.M. (1980)
Dean of Students

A.B., William Jewell College; A.M., Georgetown College.

Donald Spanton, Ph.D. (1983)
Professor of Business

B.S., Rensselaer Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

LaRose F. Spooner, Ed.D. (1967)
Vice President for Marketing

A.B., Tift College; M.A.T., Duke University; Ed.D., North Carolina State University

Marilyn M. Stuber, Ed.D. (1965)
Professor of Human Environmental Sciences

B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

Eugene Sumner, D.S.W. (1973)
Professor of Social Work

A.A., Mt. Olive College; A.B. Atlantic Christian College; M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Utah.

Leslie W. Syron, Ph.D. (1945)
Professor of Sociology

A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill.

Louise Taylor, Ph.D. (1978)
Professor of English

A.B., Swarthmore College; M.A.T., Duke University; A.M., Ph.D., Florida State University.

Olive D. Taylor, M.Ed. (1970)
Assistant Professor of Mathematics

B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill.

Charles R. Tucker, Ph.D. (1966)
Professor of Sociology

A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

John E. Weems, Ed.D. (1972)
President

B.S., A.M., Ed.D., George Peabody College

Burgunde Winz, Ph.D. (1978)
Professor of Foreign Languages

A.B., A.M., ADI-Germersheim, West Germany; Ph.D., University of North Carolina at Chapel Hill

Inge Witt, A.B. (1976)
Adjunct Instructor of Music

A.B., Hons., London University; Elementary Certificate, Jacques-Dalcroze Institute through Carnegie-Mellon University.

Betty Jean Yeager, A.B. (1948)
Faculty Secretary

A.B., Meredith College.

Administration

(The date in parentheses indicates the year in which the administrator joined the Meredith organization.)

OFFICE OF THE PRESIDENT

Maureen A. Hartford, Ed.D. (1999)
President

Catheryne P. Allen, (1998)
Assistant to the President and Secretary to the Board of Trustees

Carol A. Gramer, B.S. (2000)
Assistant to the President

Jeannie Morelock, M.B.A. (1988)
Assistant to the President for Communications

RESEARCH, PLANNING AND ASSESSMENT

Sue E. Kearney, A.M. (1966)
Assistant to the President for Planning and Dean of Institutional Effectiveness

Lori Wade Miller, B.S. (2003)
Institutional Research Associate

Michael Alan Feldstein, Ed.D. (2003)
Assistant Dean of Institutional Effectiveness

Mary Wahl Schmitt, B.S. (2005)
Research/Administrative Assistant

MARKETING AND COMMUNICATIONS

Kristi Eaves-McLennan, B.A. (2000)
Director of Marketing and Communications

Karen Dunton, B.A. (2004)
Associate Director of Marketing

Vanessa F. Harris, B.S. (2006)
Graphic Design Manager

Melyssa Allen, B.A. (2001)
Assistant Director of News and Media Relations

Mary Rose, B.A. (2005)
Senior Graphic Designer

Lauren Sumner (2006)
Graphic Designer

David Timberlake, B.A. (2001)
Electronic Communications Manager

TBD
Marketing Writer

Greg Jarvis (2006)
Sports Information Director

Kaye Rains, B.A. (2001)
Office Manager

OFFICE OF EVENTS AND OUTREACH

William Brown (1996)
Director of Events and Outreach

Anne Henderson, A.B. (1995)
Assistant

Natalie Herrman (2005)
Events Coordinator Assistant

Academic Programs

OFFICE OF THE VICE PRESIDENT FOR ACADEMIC PROGRAMS

Allen F. Page, Ph.D. (1973)
Vice President for Academic Programs

Amy Kinney, A.B. (1998)
Executive Assistant

Anne E. Pickard, A.A. (1974)
Senior Administrative Assistant

DEPARTMENTAL ASSISTANTS

Roberta Danilowicz, B.S. (2006)
Diana Davis, A.B. (2003)
Mary Doyle (2004)
Helen Fallwell (2001)
Mattie Hawkins, A.B. (2005)
Susan Humphrey, A.B. (2002)
Sharon Jones, B.S. (2001)
Veronica Johnson, A.B. (2005)
Christie Lee (1991)
Mary Moffitt, A.B. (2006)
Kathy Palmieri, A.A.)2006)
Dianne Parker, A.A. (2001)
Connie Robledo, A.B. (2005)
Jeannette Rogers (1998)
Karen Sampson, B.S. (1996)
Alyce Turner, A.B. (1993)
Martha Yates (2006)

LIBRARY

Laura Davidson, M.S.L.S. (2002)
Dean of Library Information Services

Dianne Andrews, A.B. (1995)
Interlibrary Loan Supervisor/Circulation Assistant

Cheryl Benze, M.M.E. (2001)
Music Library Supervisor

Monica Borden, B. M. (2002)
Technical Services Assistant

Brittany Boynton, A.B. (2007)
Circulation Assistant

Erica Edwards, B.S. (2007)
Circulation Assistant

Melanie Fitzgerald, B.S. (2000)
Cable Administrator

Martha Fonville, A.A. (2002)
Technical Services Assistant

Donna Garner, B.S. (1990)
Circulation Supervisor

Jennifer Hanft, M.S.L.I.S. (2007)
Reference Librarian

John W. Kincheloe III, A.M. (1985)
Media Specialist

Richard McBane, Jr., B.S.E.E. (1986)
Media Services Assistant Technician

Susan Kincheloe McClintock, M.S., M.S.L.S. (1988)
Head Reference Librarian

Jackie Manning, A.B. (2006)
Media Services Assistant

Carrie Nichols, M.L.S. (1995)
Catalog Librarian

Jean Porter, M.S.L.S. (2001)
Assistant Reference Librarian

Jean Rick, A.M., M.S.L.S. (1994)
Reference Librarian

Geraldine Sargent (1978)
Administrative Assistant

Judith Schuster, M.S.L.S. (2000)
Reference Librarian

Edward M. Waller, A.M., M.S.L.S. (1986)
Head of Technical Services

GRADUATE AND PROFESSIONAL STUDIES

Karen Sampson, B.S. (1996)
Assistant

GRADUATE STUDIES

Sylvia Horton, A.A.S. (2001)
Admissions Coordinator

PARALEGAL PROGRAM

Marisa Campbell, J.D. (2000)
Director

Valerie Campbell (2005)
Program Assistant

SCHOOL OF THE ARTS

Rebecca Bailey, Ph.D. (1984)
Dean

Alyce Turner, A.B. (1993)
Administrative Assistant

SCHOOL OF BUSINESS

Denise Rotondo, Ph.D. (2006)
Dean, School of Business and Professor of Business

Page Midyette, M.B.A. (2002)
Director, MBA Program

Allison Anthony, M.S. (2007)
MBA Recruiter

Tracy Knight (2002)
Administrative Assistant

Martha Yates (2006)
Departmental Assistant

SCHOOL OF EDUCATION, HEALTH AND HUMAN SCIENCES

Marie Chamblee, Ph.D. (1977)
Dean

Veronica Johnson, A.B. (2005)
Administrative Assistant

SCHOOL OF HUMANITIES AND SOCIAL SCIENCE

W.Garrett Walton, Jr., Ph.D. (1986)
Dean

Barbara McKay (1997)
Administrative Assistant

SCHOOL OF NATURAL AND MATHEMATICAL SCIENCES

Elizabeth Wolfinger, Ph.D. (1992)
Dean

Connie Robledo, A.B. (2005)
Administraive Assistant

FACULTY DEVELOPMENT

Carla Ross, Ph.D. (1998)
Director

GENERAL EDUCATION

Paul Winterhoff, Ph.D. (1993)
Director

HONORS PROGRAM

Cynthia Edwards, Ph.D.
Director

INTERNATIONAL STUDIES

Betty Webb, Ph.D. (1974)
Director

Kevin Morrison, A.M. (2006)
Associate Director

Amanda Beasley, A.B. (2006)
Program Specialist

Christine Schulze, (2007)
Administrative Assistant

SERVICE LEARNING

Shannon Kelly, A.B. (2006)
Coordinator

SPONSORED PROGRAMS

Linda Hatcher, Ed.D. (2005)
Director

TEACHING FELLOWS PROGRAM

Allynna Stone, A.M. (2003)
Director

Julie Malley (2004)
Program Assistant

UNDERGRADUATE RESEARCH

Rebecca Duncan, Ph.D. (1997)
Director

WOMEN'S STUDIES

Sherry Shapiro, Ph.D. (1989)
Director

COOPERATING RALEIGH COLLEGES

Jennifer Spiker, M.S. (2007)
Director

College Programs

OFFICE OF THE VICE PRESIDENT FOR COLLEGE PROGRAMS

Jean Jackson, Ph.D. (1983)
Vice President

Mary Ann Beam, A.A. (1988)
Assistant to the Division

ASSOCIATE VICE PRESIDENT FOR ENROLLMENT MANAGEMENT

Daniel J. Green, D.M.A. (2002)
Associate Vice President for Enrollment Management

Robyn McChesney, B.M. (2003)
Research Analyst for Enrollment

Donna Knott (2005)
Assistant to the Associate Vice President

OFFICE OF ACADEMIC ADVISING

Amy Hitlin, M.S.Ed. (2001)
Director

Angela Shores, M.A. (2006)
Assistant Director of Academic Advising

Donda Blake, A.A. (2002)
Office Assistant

ADMISSIONS

Heidi Lippmeier, M.A. (1999)
Director of Admissions

Meredith Bynum Lee, B.S. (2002)
Associate Director

Cricket McCoy, B.A. (2000)
Assistant Director, Transfer Program

Mary Mills, B.S. (2003)
Assistant Director, 23+ Program

Elizabeth Bell, B.A. (2005)
Admissions Counselor

Shilena Crudup, B.A. (2005)
Admissions Counselor

Megan Deane, B.A. (2006)
Admissions Counselor

Chris-Anne Felzien, B.A. (2007)
Admissions Counselor

Rebecca Lee, B.A. (2006)
Admissions Counselor

Stephanie Ellis Myrto, B.A. (2004)
Assistant Director for Operations

Kirk Nuss, M.A. (2006)
Processing Assistant

Denise Parker, B.S. (2005)
Assistant to the Director

Ann Troutman, B.A. (2001)
Programs Coordinator/Scheduler

ATHLETICS

Jackie Myers, M.A. (2002)
Director

Fiona Barkley, B.S. (2007)
Head Volleyball

Lee Gates, A.E. (2005)
Assistant Softball

Heather Herr, A.S. (2006)
Assistant Basketball

Greg Jarvis, M.A./M.A. (2006)
Sports Information Director

Bill Koester, (2005)
Assistant Cross Country

Suzette Lugo, B.S. (2007)
Departmental Assistant

Sharon Malley, M.A. (2001)
Head Athletic Trainer

Amy Olsen, M.A. (2005)
Head Cross Country

Paul Smith, B.S. (2000)
Head Soccer

Theresa Walker, B.S. (2005)
Head Softball

Kelly Weaver, J.D. (2006)
Head Tennis and Assistant Athletic Director

David Zinn, M.S./M.A. (2004)
Head Basketball

TBA
Assistant Soccer

Assistant Volleyball

Assistant Tennis

CAREER CENTER

Marie B. Sumerel, Ph.D. (2002)
Director

Dana Sumner, M.A. (2000)
Associate Director for Employer Relations

Amy Losordo, M.Ed. (2004)
Assistant Director of Career Development and Academic Advising

Mary Ellen Philen, B.A. (1985)
Office Manager

Ann B. Phillips (1989)
Administrative Assistant

OFFICE OF THE CHAPLAIN

Samuel Carothers, M.Div. (1982)
Chaplain

Lynne Wheatley, M.L.S. (2000)
Coordinator of Volunteer Services

Penny Ulmer (1993)
Office Manager

COUNSELING CENTER

Beth Meier, M.A. (1993)
Assistant Director

Lynne Kohn, M.S.W. (1999)
Assistant Director

Lynn Bfregman-Blass, L.M.F.T., (2006)
Assistant Director

Jill Triana, M.S. (2004)
Assistant Director, Coordinator of Disability Services

Betty-Shannon Prevatt, M.A. (2002)
Disabilities Counselor

Henriette Williams-Alexander, M.S.W., (2006)
Disability Counselor

Angela Frederick, B.S., B.A. (2003)
Office Manager

OFFICE OF THE DEAN OF STUDENTS

Ann Gleason, M.Ed. (1997)
Dean

Tomecca Sloane, M.Ed. (2006)
Director for Commuter Life and Diversity Programs

Christina Bumgardner, M.Ed. (1994)
Co-Director of First Year Experience

Candice Fisher, M.Ed. (2006)
Co-Director of First Year Experience

Heidi LeCount, M.S. (2000)
Director of Residence Life

Amy Hayes, (2004)
Office Manager

Donna LaHaye, A.A., (2006)
Residence Life Office Assistant

Lauren Cooper, B.A., (2007)
Residence Director

Emily Harkey, B.A., (2007)
Residence Director

Courtney Hodge, B.S., (2007)
Residence Director

Sarah May, B.S., (2005)
Residence Director

Sharlene Provilus, B.S., (2005)
Residence Director

Allison van den Berg, B.A., (2007)
Residence Director

FINANCIAL ASSISTANCE

Kevin Michaelsen, B.A. (2006)
Director

Betty Harper, B.S. (1994)
Associate Director

Sandra Rhyne, B.A., M.Ed. (2006)
Assistant Director for Scholarships & Campus Work

Belinda Styron, B.S. (1998)
Assistant Director

Miranda Lassiter, B.A. (2006)
Financial Assistance Counselor

Trea Marvin, B.A., M.B.A. (2007)
Information Specialist

Gini Stelle (1995)
Information Specialist

HEALTH SERVICES

Sherri Henderson, MHS, PA-C (2007)
Director

Anne Smithson, M.D. (1995)
Physician

Melinda McLain, R.N.-C (1991)
Nurse

OFFICE OF THE REGISTRAR

Jody Hamilton-Davis, M.A. (2003)
Registrar

Karen West, M.B.A., (1994)
Associate Registrar

Linda Wann, B.A. (1999)
Associate Registrar

Vacant
Records Manager

Yvonne Zaragoza A.A. (2001)
Records Specialist

Debra Fairbrother, A.S. (2001)
Records Specialist

STUDENT ACTIVITIES AND LEADERSHIP DEVELOPMENT

Cheryl Jenkins, M.Ed. (1991)
Director

Nikki Curliss, M.Ed. (2000)
Associate Director

Betsy Dunn, M.Ed. (2007)
Assistant Director

Kathy Owen, B.A. (1999)
Office Manager

23+ PROGRAM

Susan Adams, Ph.D. (2002)
Director

LeNelle Patrick, M.Ed. (1999)
Associate Director

Donna Pilkington, B.S. (2000)
Program Assistant

Business and Finance

OFFICE OF THE VICE PRESIDENT FOR BUSINESS AND FINANCE

William F. Wade, Jr., B.S., C.P.A. (1986)
Vice President for Business and Finance

Steve Walters, B.A., M.P.A., M.B.A. (2007)
Associate Vice President for Business and Finance

Dee Perry (1996)
Administrative Assistant

BUSINESS AND FINANCE SERVICES

Lori Duke, B.S., C.P.A. (1999)
Controller

Susan Williams (2001)
Student Financial Services Supervisor

Janice Turner (1998)
Accounts Services Supervisor

Vickey Barsotti (2006)
Accounts Payable Clerk

Kelly Young (2005)
Accounts Receivable/Billing Coordinator

TBA
Accounts Receivable Processing Specialist

CAMPUS POLICE

Frank Strickland (1997)
Chief of Police

Carolyn Creech (2000)
Parking Director

Jerry Dayberry (2001)
CamCard Officer

Officers

Don Appleford (1989)
Tom Bowman (2005)
Greg Gain (2001)
Charlie Graham (2007)
Thomas Knight (2007)
Lori Lorenzo (2006)
Robert Luedtke (1999)
Holly Murphy (1998)
Debbie Schramm (2002)
Jennifer Schwachenwald (2005)
Michelle Sutton (2007)
Tracey Stephenson (2001)
Jean Trevathan (1994)
Kathy Weinel (2002
Eddie Wheeler (1999)

COLLEGE STORE

Mary Ann Reese, B.S. (1984)
Manager

Marguriete Nelson (2000)
Accounting Clerk

Karen Oden, B.S. (2000)
Textbook Manager

Nola Stanley (2003)
GM Clerk

COPY CENTER

Kevin Walker (2001)
Supervisor

Lisa Swartz (2006)
Copy Center Assistant

FACILITIES SERVICES

Thomas Sherry, B.A. (2001)
Director of Operations

Harry Cadman, A.A.S. (1996)
Assistant Director of Projects and Grounds

Patty Blackwell, B.A. (1996)
CMMS Clerk

John Wilson, B.A. (1997)
Purchasing/Inventory Manager

Chelsea Beers (2003)
Office/Stockroom Assistant

MAINTENANCE

Ron Johnson (2003)
Maintenance Manager

Joe Brown (1988)
Maintenance Supervisor

Tony Alston (2003)
HVAC Supervisor

Tommy Bridges (2006)
James Brown (2002)
Joey Brown (2003)
Paul Graham (2007)
Rick Hagen (1998)
David Hamlet (2003)
Gregg Haskell (2005)
James Jones (1981)
Glenn Miller (2000)
Keith Poole (1995)
Jackie Robinson (2007)
Jerry Rhodes (2004)

GROUNDS

Aaron Schettler, B.S. (2002)
Grounds Manager

Galdina Avila-Vega (1987)
Grounds Supervisor

Juan Avila (2003)
Roberto Avila (1992)
Justin Beers (2003)
Ryan Douglas (2007)
Saul Hernandez (2004)
Michael Johnson (2006)
Jeff Malcolm (2007)
Darnell Smith (1981)

HOUSEKEEPING

Steve Plocki (2003)
Housekeeping Manager

William Cooper (1986)
1st Shift Supervisor

Kris Householder (2003)
2nd Shift Supervisor

Barbara Robinson (1984)
1st Shift Assistant Supervisor

Amy McConnell (2003)
Housekeeper, Massey House

Ma Idubina Avila (2005
Nate Blackman (2007)
Christopher Bunch (1995)
Charlie Dunn (2005)
Marilyn Flemons (1993)
Gabina Tiberia Flores (2005)
Douglas Fulton (1994)
Edna Gregory (1989)
Malcom Howard (1998)
Willie Howard (1982)
Pam Jarrett (2007)
Maggie Lucas (2005)
Johnson (Duc) Nguyen (1994)
Emma Pittman (1993)
Oscar Pulley (2004)
Louise Silver (2001)
Clara Smith (1980)
Silvia Alvarez Tovar (2003)
Mary Ann Tuck (1997)
Sheree Vann (2007)
Gary Wooten (2003)

FOOD SERVICES (ARAMARK)

Thad O'Briant, B.A. (1990)
Manager

HUMAN RESOURCES

Pamela L. Davis, M.B.A. (2004)
Director

Kay Miller (1992)
Payroll Coordinator

Maripat Plocki (1998)
Benefits Coordinator

POST OFFICE

Alysia Davis (1990)
Postal Supervisor

Pat Kritzer (2002)
Information Services Assistant

Willie King (1956)
Postal Carrier

TECHNOLOGY SERVICES

TBA
Chief Information Officer

Douglas Alm, B.S. (1995)
Network Systems Supervisor

Ron Anderson (2001)
Desktop Support Specialist

Alex Arani (2005)
Help Desk Analyst

Tim Bartlett (1996)
User Services Specialist

Sorng Buntoum (2000)
Desktop Support Specialist

Sharon Evans (2005)
Programmer Analyst

Naser Fayed (2002)
Systems Engineer

Wendy Gem, B.S. (2001)
Academic Technology Specialist

Bill George, B.A. (1999)
Database Programmer

Jennifer Kane, B.S. (2004)
Help Desk Analyst

Angela Gouge (1988)
Database Administrator

Frank Hall (2002)
Data Communications Specialist

Joanne Hatala (2007)
Administrative Assistant

Melonie Ivey, M.Ed. (2002)
Academic Technology Specialist

Virginia Kemp, B.S. (1982)
Telecommunications Specialist

Bill Legge, B.S. (2006)
Asset Manager/Special Projects

Andy Richards, B.S. (2000)
Web Programmer

Diane Sherman (2001)
Web Programmer

Ellie Smith (2005)
Administrative Computing Specialist

Cheryl Todd (2005)
Academic Technology Specialist

Mary Tschopp (1996)
Network Specialist

Al Vance (2005)
Help Desk Analyst

INFORMATION

Patty Birch (2001)
Switchboard Operator

Institutional Advancement

OFFICE OF THE VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

Connie L. Harris, B.S. (2002)
Vice President

Tara T. Brannon, MEd. (2007)
Assistant to the Vice President

ADVANCEMENT SERVICES

Marilyn Jones, B.S. (1999)
Director of Advancement Services

Jo. S. Jenrette B.S. (2005)
Associate Director of Development Systems

Collene R. Freeman, B.A. (2005)
Gift Records Manager

Charlene Johnson, B.A. (2006)
Department Assistant

ALUMNAE & PARENT RELATIONS

Hilary Allen, B.A. (2002)
Director of Alumnae & Parent Relations

Beth Jarvis, B.S. (2004)
Assistant Director

Patricia Newton, B.A. (2005)
Department Assistant

DEVELOPMENT & CORPORATE AND FOUNDATION RELATIONS

Cindy Godwin, B.S. (2001)
Director of Development

Pat Duggins (2001)
Department Assistant

MAJOR GIFTS

Billie Jo Cockman, B.A. (2000)
Associate Director

Susan H. Metts, B.A. (2007)
Associate Director

Pat Duggins (2001)
Department Assistant

THE MEREDITH FUND

Jane Mitchell, B.A. (2002)
Director

Jean Gambrill, B.A. (2005)
Assistant Director

GIFT PLANNING

Harold West, B.A. (1991)
Senior Director of Gift Planning

Facilities

Johnson Hall, named in memory of Livingston Johnson, is the main administration building and anchors the original campus quadrangle of six buildings. Built in 1925, it was occupied in early 1926 when the campus moved from downtown Raleigh to its present West Raleigh location.

Seven residence halls are located on the campus. **Vann, Stringfield, Brewer, Faircloth, Poteat, Heilman,** and **Barefoot** Residence Halls house 140-170 students each. Most of the accommodations in these three- or four-story air-conditioned buildings follow the suite arrangement of two rooms and a bath for four students, two students occupying a room. Telephones are available on each floor, and students may have phone service in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, vending machines and laundry facilities are conveniently located in the residence halls. All residence halls are equipped to support the campus wireless computer network.

The residence halls are named for Richard Tilman Vann, Oliver Larkin Stringfield, Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; Culbreth C. and Kilty Barefoot, and their family. Vann, Stringfield, Brewer and Faircloth residence halls were built in 1925 and are also a part of the original quadrangle of buildings.

Completing the original quadrangle is **Belk Dining Hall.** Built in 1925, it was dedicated in 1970 in honor of Carol Grotnes Belk and is accessible to five of the residence halls by covered breezeways. The renovated lower level houses the Wainwright Conference Suite, a group of rooms for meetings and dining.

Fannie E.S. Heck Memorial Fountain was erected in 1928 by the North Carolina Woman's Missionary Union, auxiliary to the Baptist State Convention, in honor of the first president of the organization. It is located in the center of the original campus courtyard.

Jones Hall, named in honor of Wesley Norwood Jones and Sallie Bailey Jones, houses a 630-seat auditorium/theater with balcony seating, a studio theater, and a learning center. Jones Hall was first used in 1949.

Cooper Organ, Meredith's first concert organ, was installed in 1970 in the auditorium of Jones Hall. Named in honor of the late Harry E. Cooper, head of the department of music for more than 30 years, the Austin organ is a three-manual, 35-rank concert instrument with classic voicing.

Harriet Mardre Wainwright Music Building is adjacent to Jones Hall and overlooks the lake. Named in honor of Mrs. Irving H. Wainwright and dedicated in 1977, the music and fine arts building houses a music library, faculty lounge and offices, classrooms, practice rooms, and teaching studios. Also included in the building is the 175-seat Clara Carswell Concert Hall, named in honor of Mrs. Guy T. Carswell.

Shaw Fountain is at the front center campus near the entrance to Johnson Hall. This illuminated fountain is named in honor of Henry M. and Blanche M. Shaw and was dedicated in 1974.

Elva Bryan McIver Amphitheater, with a seating capacity of 1,200, was completed in 1964. Located in a beautifully landscaped oak grove on the south front campus, the amphitheater overlooks a four and one-half-acre lake. The large stage area is complete with lighting and sound possibilities, making the theater ideally suited for outdoor performances and college and community programs. Named for Elva Bryan McIver, the amphitheater was made possible by a bequest from this friend of Meredith. Traditionally the spring commencement exercises, and many other campus and community events, are held in the Amphitheater.

Jones Chapel, completed in 1982, is a visible symbol of Meredith's commitment to Christian education. It is named in honor of Seby B. Jones, former chairman of the Board of Trustees, and Christina Jones. In addition to the 400-seat sanctuary, the chapel contains a common room, a meditation room, a library, a bride's room, a kitchen, and offices for the campus minister and visiting speakers.

Estelle Johnson Salisbury Organ, installed in Jones Chapel in memory of a member of Meredith's first graduating class of 1902, is an encased mechanical action instrument of 20 stops and 27 ranks. The two-manual and pedal Andover organ was constructed in 1983.

Mae Grimmer Alumnae House includes offices of the Alumnae Association and the Meredith Fund. It also contains the Mabel Claire Hoggard Maddrey Parlor, a reception room for meetings and social events. The house is named in honor of Mae Grimmer, who was for 36 years executive secretary of the Alumnae Association.

Cate Center contains the 240-seat Kresge Auditorium, student activities offices, the college store, **The Bee Hive Cafe,** student government and publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974 and extensively renovated in 1996.

Park Center, completed in 1996, is connected to the Cate Center. The first floor houses offices for the John E. Weems Graduate School, the Paralegal, the 23+, and the Executive and Professional Programs. The second floor houses various student development offices including the Dean of Students, Residence Life, and Commuter Life. It is named in honor of Roy and Dorothy Park.

Named in honor of Marquerite Noel, the **Noel House** was originally used for student housing. In 1998, it was renovated to house the Office of Technology Services.

Shearon Harris Building, constructed in 1982, houses the School of Business and the Department of Communications. In addition to classrooms, seminar rooms, and faculty offices, the building contains conference rooms. It is named in honor of the late Shearon Harris, who served as a trustee for more than a decade and as Board of Trustees chairman for several terms.

Gaddy-Hamrick Art Center is designed for women in art. It houses the Frankie G. Weems Art Gallery, an art history theater, photography darkrooms, and studios for drawing, painting, graphic design, ceramics, printmaking, and art education. The center is named in honor of the late Claude F. Gaddy, former Meredith trustee, and F.B. Hamrick, business manager of the College, 1929–43.

Ledford Hall, named for Hebert F. Ledford, benefactor and former chairman of the Board of Trustees, was completed in 1993. It houses the School of Education, and the Departments of Psychology, and Sociology and Social Work.

Joyner Hall is a classroom building for most courses in English, foreign languages, history and politics, and religion and philosophy. It also contains offices for faculty, a foreign languages lab, seminar rooms, a lounge, and a kitchen. The building was named for James Yadkin Joyner, who served as a trustee for 55 years.

Carlyle Campbell Library is named in honor of Meredith's fourth president, who served the College from 1939 to 1966. The Library moved from the second floor of Johnson Hall to its present building in 1969. Information about the Library and its services can be found on page ( ) or at the library's web site: http://www.meredith.edu/library.

Martin Hall provides classrooms and laboratories for the Department of Human Environmental Sciences and the Department of Foreign Languages and Literatures. The building reopened in 2004 following renovations. The building is named for Margaret Craig Martin, '30, an alumna whose service to the College includes being a member of the faculty, alumnae director and a member of the College's Board of Trustees.

The **Science and Mathematics Building** contains over 80,000 square feet of classrooms, state of the art computer and science laboratories, and faculty offices for the Departments of Chemistry and Geosciences, Biology and Health Sciences, and Mathematics and Computer Science. The building also contains a telescope teaching/ observation platform, an interior courtyard with outdoor teaching spaces, and a glass atrium entrance.

Carroll Health Center was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. It houses the Health Center and the Counseling Center.

Ellen Brewer House was originally used for the resource management practicum in the Home Economics Department. It now contains an infant/toddler lab home operated by the Child Development program within the Department of Human Environmental Sciences. It was named in honor of Ellen Dozier Brewer, member of the home economics faculty for 57 years.

Weatherspoon Physical Education-Dance Building, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, a swimming pool, Margaret Weatherpsoon Parker Fitness Center and offices for the Department of Health, Physical Education, and Dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon. In close proximity are tennis courts, a golf putting green, a softball field, and a soccer field.

Massey House is the on-campus residence of the president. The house is named in honor of Dr. Luther M. Massey and Vivian Dawson Massey in appreciation of their service to Meredith.

Lemmon House is available as a guest residence for visiting professors and certain official college guests. Named for former History Professor Dr. Sarah Lemmon, it is located across from the back gate of the College off Faircloth Street.

The Faw Garden, as well as the Margaret Craig Martin, Cleo G. Perry, and Frankie G. Weems Gardens; the Elva Wall Davis Gate at Faircloth Street, and the Meredith Lake are areas that add beauty and interest to the campus.

Visitor Parking

Visitor Parking areas are located throughout the campus including the parking lot adjacent to the chapel, along the front drive, in front of the Alumnae House, behind Belk Dining Hall and adjacent to Wainwright Music Building. Campus maps are available at the security station along the front campus drive, from campus security, or in the Office of Admissions.

Location

Located in central North Carolina, Raleigh, the home of Meredith College, is a growing capital city of approximately 354,000 people. It is the center of the Research Triangle, an area comprising Raleigh, Durham, and Chapel Hill.

The Meredith campus is on the western outskirts of the city, and the 225 rolling acres are unspoiled by commercial or residential development. Easy access is provided by Wade Avenue — an I-40 connector — and by U.S. 1. The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the west by U.S. 1 and I-440, and on the south by Hillsborough Street, which leads to Meredith's main entrance. Appropriate highway markings guide the visitor to the College. Raleigh-Durham International Airport, served by the major airlines, is only eight miles from the campus.

Raleigh is also the home of North Carolina State University. Chapel Hill and Durham, sites of the University of North Carolina and Duke, are 25 and 17 miles away, respectively. Wake Forest University, another major university, is located in Winston-Salem, a two-hour drive from Raleigh.

The city is centrally located so that the majestic mountain ranges of western North Carolina and the long stretch of beaches along the Atlantic Ocean are only two to four hours away. For several years, students have organized vacation groups to take advantage of skiing opportunities in the mountains while others enjoy swimming and sailing along the coast.

MEREDITH COLLEGE CALENDAR FOR 2007–2008

FALL SEMESTER 2007

Arrival of new students	SAT AUG 18
Registration and Add/Drop	TUES AUG 21
Classes begin	WED AUG 22
Last day to drop a course without paying	TUE AUG 28
Last day to add a course	TUE AUG 28
Labor Day Holiday—No classes held	MON SEP 03
Last day to make a grading change	WED SEP 19
Mid-Term	TUE OCT 09
Progress Reports due at 12 Noon	WED OCT 10
Autumn Recess	THU OCT 11–SUN OCT 14
Classes resume at 8 a.m.	MON OCT 15
Last Day to withdraw from a class	TUE OCT 23
Thanksgiving Recess	WED NOV 21–SUN NOV 25
Classes resume at 8 a.m.	MON NOV 26
Last day of classes	WED DEC 05
Reading day; music juries	THU DEC 06
Final Examinations	FRI DEC 07–SAT DEC 15
Commencement	SAT DEC 15

SPRING SEMESTER 2008

Registration and Drop/Add	TUE JAN 08
Classes begin	WED JAN 09
Last day to drop a course without paying	TUE JAN 15
Last day to add a course	TUE JAN 15
Holiday-Martin Luther King Day	MON JAN 21
Last day to make a grading change	WED FEB 06
Mid-Term	THU FEB 28
Progress Reports due at 12 Noon	FRI FEB 29
Spring Recess	MON MAR 3–SUN MAR 9
All Offices Closed for Spring Break	FRI MAR 07
Classes resume at 8 a.m.	MON MAR 10
Last Day to withdraw from a class	THU MAR 20
Easter Recess	FRI MAR 21–MON MAR 24
Classes resume at 8 a.m.	TUE MAR 25
Celebrating Student Achievement (No Classes)	THU APR 24
Last Day of Class Classes today follow the regular Thursday schedule	TUE APR 29
Reading day; music juries	WED APR 30
Final Examinations	THU MAY 01–FRI MAY 09
Commencement	SUN MAY 11

SUMMER 2008

Classes will not meet Monday May 26 and Friday, July 4

First six-week session (Day and Evening)	May 12–June 20
Second six-week session (Day and Evening)	June 23–Aug 1
First three-week session	May 19–June 6
Second three-week session	June 9–June 27
Third three-week session	July 7–July 25

Opening day of class for
2008–2009 Academic Year: . . . . Wednesday, August 20

This calendar is subject to periodic review and change. Such changes will be distributed to the Meredith community and will be available in the registrar's office.

MEREDITH COLLEGE CALENDAR FOR 2008–2009

FALL SEMESTER 2008

Arrival of new students	SAT AUG 16
Registration and Add/Drop	TUES AUG 19
Classes begin	WED AUG 20
Last day to drop a course without paying	TUE AUG 26
Last day to add a course	TUE AUG 26
Labor Day Holiday—No classes held	MON SEP 01
Last day to make a grading change	WED SEP 17
Mid-Term	TUE OCT 07
Progress Reports due at 12 Noon	WED OCT 08
Autumn Recess	THU OCT 09–SUN OCT 12
Classes resume at 8 a.m.	MON OCT 13
Last Day to withdraw from a class	TUE OCT 21
Thanksgiving Recess	WED NOV 26–SUN NOV 30
Classes resume at 8 a.m.	MON DEC 01
Last day of classes	WED DEC 03
Reading day; music juries	THU DEC 04
Final Examinations	FRI DEC 05–SAT DEC 13
Commencement	SAT DEC 13

SPRING SEMESTER 2009

Registration and Drop/Add	TUE JAN 06
Classes begin	WED JAN 07
Last day to drop a course without paying	TUE JAN 13
Last day to add a course	TUE JAN 13
Holiday-Martin Luther King Day	MON JAN 19
Last day to make a grading change	WED FEB 04
Mid-Term	WED FEB 25
Progress Reports due at 12 Noon	FRI FEB 27
Spring Recess	MON MAR 2–SUN MAR 8
All Offices Closed for Spring Break	FRI MAR 06
Classes resume at 8 a.m.	MON MAR 09
Last Day to withdraw from a class	WED MAR 18
Easter Recess	FRI APR 10–MON APR 13
Classes resume at 8 a.m.	TUE APR 14
Celebrating Student Achievement (No Classes)	THU APR 23
Last Day of Class Classes today follow the regular Thursday schedule	TUE APR 28
Reading day; music juries	WED APR 29
Final Examinations	THU APR 30–FRI MAY 08
Commencement	SUN MAY 10

SUMMER 2009

Classes will not meet Monday May 25 and Friday, July 3

First six-week session (Day and Evening)	May 11–June 19
Second six-week session (Day and Evening)	June 22–July 31
First three-week session	May 18–June 5
Second three-week session	June 8–June 26
Third three-week session	July 6–July 24

Opening day of class for 2009–2010 Academic Year:	Wednesday, August 19

This calendar is subject to periodic review and change. Such changes will be distributed to the Meredith community and will be available in the registrar's office.

Correspondence and Visits

The mailing address of Meredith College is
3800 Hillsborough Street, Raleigh, NC 27607-5298.

The College telephone number is **(919) 760-8600.**

The Meredith fax number is **(919) 760-2828.**

Information on Meredith is available through the World-Wide Web at:
www.meredith.edu

Academic Records
Office of the Registrar, 760-8593
registrar@meredith.edu

Admissions (Traditional age and Age 23+ Program)
Office of Admissions, 760-8581 or 1-800-Meredith
admissions@meredith.edu

Adult Student Information (non-degree)
Office of Graduate and Professional Studies, 760-8353
executive@meredith.edu

Alumnae Matters
Office of Alumnae & Parent Relations, 760-8548
alumnae@meredith.edu

Athletics
Department of Health, Physical Education, and Dance,
760-8198

Catalogue Requests
Office of Admissions, 760-8581
admissions@meredith.edu

Campus Events
760-8533
events@meredith.edu

Campus Minister
Sam Carothers, 760-8346
carotherss@meredith.edu

Certificate Programs
Office of Graduate and Professional Studies, 760-2855
certificate@meredith.edu

Office of Community Outreach
Office of Graduate and Professional Studies, 760-2367
outreach@meredith.edu

Educational Programs
Vice President for Academic Programs, 760-8514

Expenses
Vice President for Business and Finance, 760-8516

Financial Assistance
Office of Financial Assistance, 760-8565
or 1-800-MEREDITH
finaid@meredith.edu

Graduate Employment
Meredith Career Center, 760-8341
career@meredith.edu

John E. Weems Graduate School
760-8423
graduate@meredith.edu

Housing Matters
Director of Residence Life and Housing, 760-8633

Institutional Research
Office of Research and Assessment, 760-2364
kearneys@meredith.edu

Masters in Business Program/School of Business
760-2281
mba@meredith.edu

News Items/Publications
Office of Marketing and Communications, 760-8455
marketing@meredith.edu

Paralegal Program
Office of Graduate and Professional Studies, 760-2855
paralegal@meredith.edu

Parents Association
Office of Alumnae Affairs, 760-8548
alumnae@meredith.edu

Student Employment
Office of Financial Assistance, 760-8565
finaid@meredith.edu

Student Interests
Office of the Dean of Students, 760-8521

Student Reports
Office of the Registrar, 760-8593
registrar@meredith.edu

Summer School
Office of the Registrar, 760-8593
registrar@meredith.edu

Transcripts
Office of the Registrar, 760-8593
registrar@meredith.edu

Vocational Testing
Meredith Career Center, 760-8341
career@meredith.edu

Volunteer Services
Lynne Wheatley, 760-8357
wheatleyl@meredith.edu

ENROLLMENT FOR 2006–2007

Summer School 2006

Total Summer Registrations	**1,014**
Unduplicated Summer Enrollment	**666**

Undergraduate Students, Fall 2006

Degree Candidates for Bachelor of Arts, Bachelor of Science, Bachelor of Music and Bachelor of Social Work	1,851
Non-degree Students	138
Teacher Licensure Program	52
Second Major	7
Cooperating Raleigh Colleges	62
Other	17
Total Students in Undergraduate Credit Courses	**1,989**

Graduate Students, Fall 2006

Degree Candidates for Master of Business Administration, Master of Education, Master of Science in Nutrition and Master of Music	113
Non-degree Students	36
Dietetic Internship Program Students	11
Post-Baccalaureate Students	25
Total Students in Graduate-level Courses	**149**

Total Enrollment, Fall 2006

Total Degree Candidates	**1,964**
Total Non-Degree Students	**174**
Total Enrollment for Credit	**2,138**

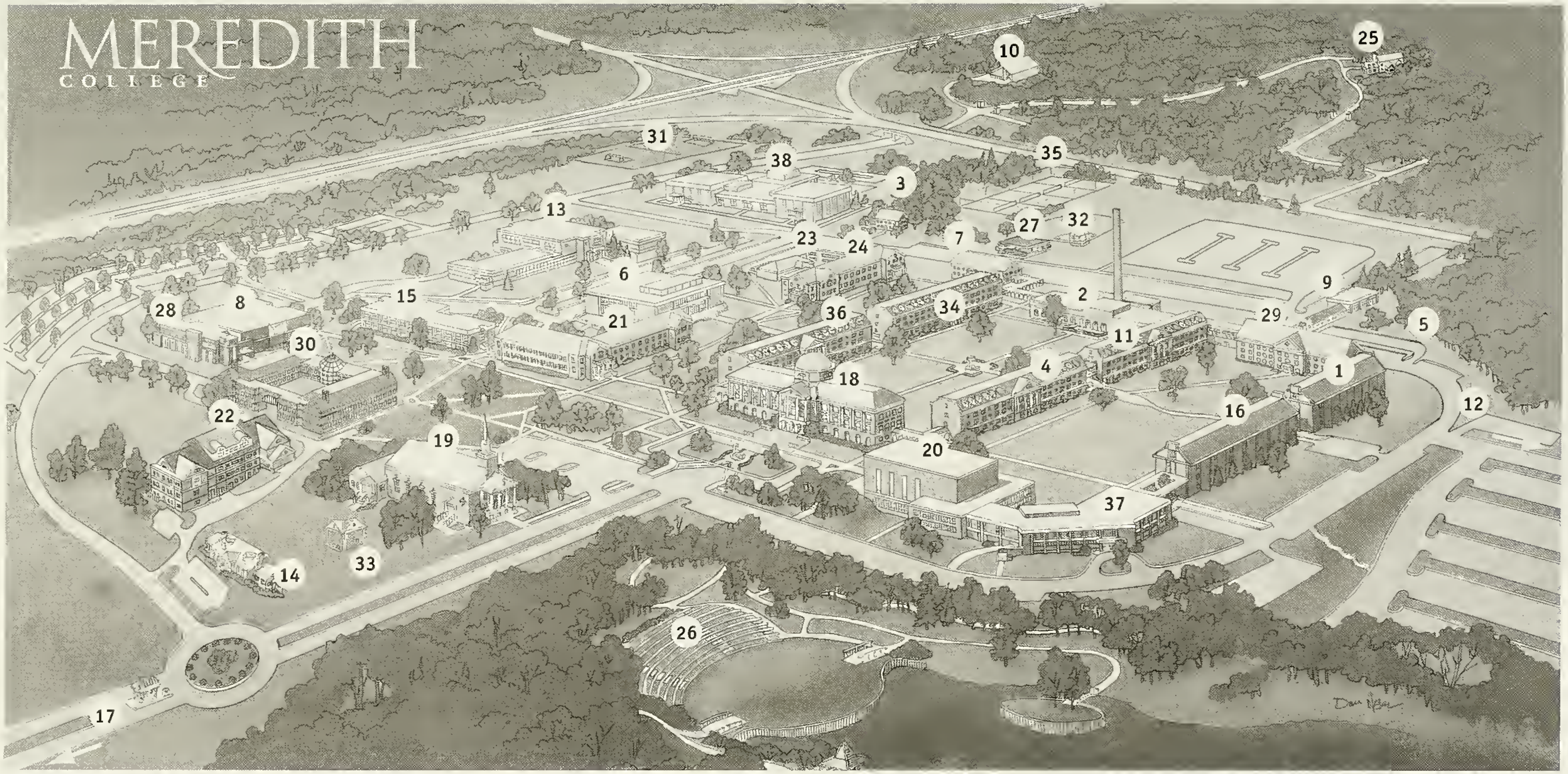
Non-Credit Registrations, Fall 2006

Continuing Education	**620**
Paralegal Program	137
Community Outreach	449
Children's Workshops	31
Audit Courses	3
Music	**566**
Preparatory	468
Chorus/Chorale	98
Total Registrations in Non-Credit Classes/Programs	**1,186**

Geographic Distribution of Students in Credit Courses:

Alabama	2
California	2
Colorado	4
Connecticut	3
Florida	9
Georgia	11
Idaho	1
Indiana	4
Kentucky	2
Maine	2
Maryland	10
Massachusetts	1
Michigan	3
Missouri	5
Nebraska	2
New Hampshire	1
New Jersey	6
New York	17
North Carolina	1,904
Ohio	7
Pennsylvania	8
Rhode Island	1
South Carolina	11
Tennessee	8
Texas	6
Vermont	2
Virginia	82
Washington	1
Foreign Countries (15)	23
Total	**2,138**

Campus Map



Campus Map—Buildings

1. Barefoot Residence Hall
2. Belk Dining Hall (Wainwright Conference Suite)
3. Brewer House (Infant Care Teaching Lab)
4. Brewer Residence Hall
5. Campus Police/Copy Center
6. Carlyle Campbell Library
7. Carroll Health Center
8. Cate Student Center (Kresge Auditorium, Student Activities Center)
9. Facilities Services
10. Facilities Services/Grounds
11. Faircloth Residence Hall
12. **Faircloth Street Entrance**
13. Gaddy-Hamrick Art Center (Frankie G. Weems Art Gallery)
14. Grimmer Alumnae House
15. Harris Building (Communication; School of Business)
16. Heilman Residence Hall
17. **Hillsborough Street Entrance**
18. Johnson Hall (Administration)
19. Jones Chapel
20. Jones Hall (Auditorium; Studio Theater; Learning Center)
21. Joyner Hall (History/Political Science, English, Religion/Philosophy)
22. Ledford Hall (Psychology, Education, Sociology & Social Work)
23. Martin Annex
24. Martin Hall (Foreign Langages; Human Environmental Sciences)
25. Massey House (President's Residence)
26. McIver Amphitheater & Meredith Lake
27. Noel House (Technology Services)
28. Park Center (Executive and Professional Programs, The John E. Weems Graduate School, Student Development Offices)
29. Poteat Residence Hall
30. Science and Mathematics Building
31. Soccer Field, Driving Range
32. Softball Field
33. Spangler Gazebo and Garden
34. Stringfield Residence Hall
35. Tennis Courts
36. Vann Residence Hall
37. Wainwright Music Building (Carswell Concert Hall; Music, & Theatre)
38. Weatherspoon Building (gymnasium, dance studio, pool, Parker Fitness Center)

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